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ABSTRACT

This workbook is designed for use by community and technical college staff involved in delivering counseling, instructional, and/or employment services to special populations throughout Texas. First, the purpose and administration of the Perkins Act of 1990, access and full participation of special populations in vocational education, and the functions of special populations coordinators are discussed. Presented next are five modules devoted to the following topics: marketing, recruitment, and assessment; counseling/support services (importance of counseling and support services, support systems, allowable expenditures for special populations, legal and compliance issues, issues for the future); instructional services (curriculum and equipment modifications, supplanting and supplementing, Perkins funds for academic (transfer) students, limited English proficient versus English-as-a-second-language programs); employment services/job development/job placement and coordination efforts; and organization/data management/reporting. Nineteen appendixes include information on the following: the definition of special populations, criteria for services and activities, examples of allowable expenditures and exemplary programs, and tracking special populations. Thirty-two selected readings and associations/organizations are listed. A presenter's manual with tips for giving a workshop is also included. (MN)

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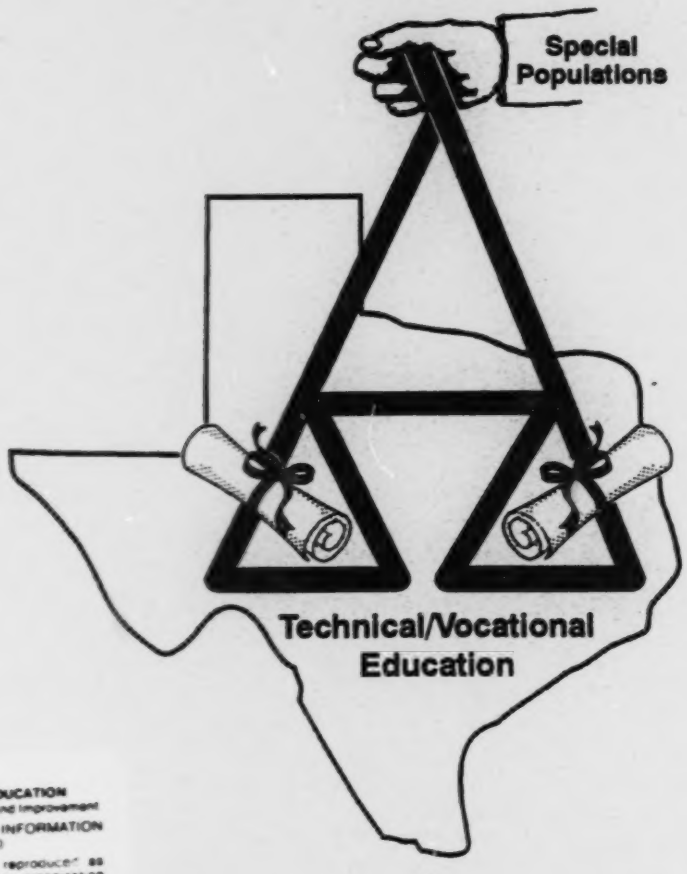

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Project Administrator - Dr. Jack Foreman
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PARTICIPANT'S WORKBOOK

"Personnel Development For Staff Delivering Special Population Services"

March 3, 1993	**Kilgore College**
March 5, 1993	**San Antonio College**
March 30, 1993	**TSTC-Waco**
April 7, 1993	**Bill J. Priest Institute**
April 13, 1993	**Midland College**
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The Texas Higher Education Coordinating Board
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SELECTED RESOURCES II

OVERVIEW

"Personnel Development For Staff Delivering Special Population Services"
OVERVIEW
Competencies

By the end of this unit, the participant will:

1. Have a general understanding of the history of vocational education legislation in the United States.

2. Understand the purpose and objectives of the Carl D. Perkins Act.

3. Identify the Special Populations served under Perkins II.

4. Understand the role the Texas Higher Education Coordinating Board plays to Texas post-secondary institutions regarding Perkins.

5. Know where to find information about regulations governing Perkins.

6. Understand the role and responsibilities of the Special Populations Coordinator and the functions that person is expected to perform or oversee/coordinate.

7. Be able to identify the TAG and its contents.

8. Know what is included in the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973, and understand compliance issues.

History

1914 First commission authorized to study national aid for vocational education.[1] Chairman, Senator Hoke Smith of Georgia, later introduced S.B. 703, which provided for promotion of vocational education.

1916 Representative Dudley Hughes of Georgia (also a member of the first commission) introduced H.B. 11250, which was similar legislation.

1916 H.B. 11250 sent to House Committee on Education where it was approved; this committee filed a report which touched on comparison of United States vocational education to that in Germany, limited college prep for most young people, and the drop-out rate, resulting in lack of job skills.

1926 National Society for Vocational Education and the Vocational Association of the Mid-West merged to form the American Vocational Association (AVA).

1963 Presidential study commission entertained bills to replace expiring legislation. Compromise bill, H.B. 4955, was introduced in the House by Representative Carl D. Perkins of Kentucky.

1963 In December, President Lyndon B. Johnson signed the Vocational Education Act of 1963 (Public Law 88-210).

1968 An amendment to the 1963 Act provided for healthy funding appropriations.

1976 Federal legislation began pushing vocational education to address social issues, such as the needs of the handicapped and disadvantaged students.

1984 The Carl D. Perkins Vocational Education Act established funding authorization for 5 years, focusing on improving vocational programs and serving special populations.

1990 Law reauthorized as the Carl D. Perkins Vocational and Applied Technology Act; this brought the largest ever federal fun[illegible]ng authorization for vocational education with a major portion of funds earmarked for tech prep programs and greater opportunities for disadvantaged persons.

Purpose of Perkins Act of 1990

To make the United States more competitive in the world economy by more fully developing the academic and occupational skills of all segments of the population. This will be achieved through concentrating resources on improving educational programs leading to academic and occupational skills competencies needed to work in a technologically advanced society.[2]

Administration of Perkins Funding

The State Board of Education also functions as the State Board for Vocational Education. The Board has delegated the administration of postsecondary technical and vocational education and funding to the Texas Higher Education Coordinating Board. Funding for secondary technical and vocational programs is administered through the Texas Education Agency (TEA). (See Appendix A: Flow of Federal Funds)

Funds are distributed to the colleges through:

(1) The Basic Grant, which is formula-driven; allocations based on number of Pell Grant recipients; and

(2) Discretionary Grants, a competitive annual process of funding proposals on priority topics, dependent on the availability of federal funding and final selection.

Access and Full Participation of Special Populations

Recipients of Perkins Basic Grant funds provide assurances that the following groups of special populations are provided equal access and assistance to enroll in technical/vocational programs:

(1) Disabled
(2) Disadvantaged (Academically and Economically Disadvantaged)
(3) Individuals with Limited English Proficiency
(4) Individuals in Correctional Institutions
(5) Individuals in Programs to Eliminate Sex-Bias

(See Appendix B. Special Populations).

Perkins is a vocational Grant; therefore, every student who is Perkins-funded is a vocational/technical student.

Functions of a Special Populations Coordinator

Funding for this position provided through Perkins II. Functions serve as a Job Description. The Coordinator may not actually be in charge of all these functions, but may be the person that oversees they are carried out. (See Appendix C. Functions of a Special Populations Coordinator). Coordinators may, in fact, be counselors, but a Coordinator is also an administrator, advocate, representative, and a hiring supervisor...not just a deliverer of services. In order to be a "Coordinator", however, one must take on other responsibilities.

Technical Assistance Guide (TAG)

Purpose of the TAG is to facilitate coordination between Coordinating Board and community and technical colleges who use Perkins funds. The TAG was developed by The Coordinating Board as their interpretation of the law and was designed to help postsecondary institutions understand the Act to improve technical and vocational education programs and provide quality services to students. (See Appendix D. Criteria for Services and Activities, Appendix E. Examples of Allowable Expenditures, Appendix F. Common Questions and Answers, and Appendix G. Definitions).

Rules and Regulations of the Perkins Act are listed in the TAG; each institution was provided copies. Also refer to Federal Regulations Implementing the Act in the Federal Register: Code of Federal Regulations (CFR).

NOTES

MODULE I

MARKETING/RECRUITMENT/ASSESSMENT

"Personnel Development For Staff Delivering Special Population Services"
MODULE I: MARKETING/RECRUITMENT/ASSESSMENT
Competencies

By the end of this unit, the participant will:

1. Understand the importance of developing rapport, a strong referral system, and an outreach program with local agencies.

2. Identify specific agencies to target in developing an outreach program.

3. Understand importance of including Special Populations students in the college's Marketing Plan.

4. Know how to set up and utilize an Advisory Committee.

5. Understand how the entry/exit package we offer students (from enrollment to placement and employment) serves as a recruitment tool.

6. Understand the role of assessment and its importance in guidance and other services.

7. Identify various assessment tools and programs.

8. Know what special application and registration assistance procedures should be set-up.

Functions 1, 2, 4, 5, and 10

A. Develop A Marketing Plan

Each college should develop an overall marketing plan to sell itself. Ways to identify and sell specific programs should be part of the plan. The philosophy of the college should allow inclusion of Special Populations as part of the overall marketing plan.

(1) Analysis of job market needed to ensure marketing plan is both realistic and meets the needs of the community. It is critical that those who enroll have jobs when they exit.

(2) Outreach is crucial component of a marketing plan and includes:
- Interagency networking; go to agencies and meet them (TRC, JTPA, DHS, MH/MRA, TEC, Texas Commission for the Blind and Deaf).
- Reduction of duplication of efforts among agencies.
- Development of co-op efforts with business and industry.
- Network with churches and neighborhood/community centers.
- Opportunity to include incarcerated student body.

(3) Establish an Advisory Committee, or Task Force, for Special Populations.
- Internal Committee allows for key persons on campus to interact and make decisions in students' best interests - include counseling, administration, comptroller, etc. in order to get needed perspective.
- External Committee brings additional student advocates on campus. Developing relationships with persons on this committee add to resources, recruitment efforts, also. Important to put key decision-makers on this committee. May also set-up an Advisory Committee for one segment of special populations...such as for the disabled students, in addition to a Special Populations Advisory Committee.

(4) Prioritize special populations groups to target.

B. Recruitment

Identify and determine primary needs of targeted Special Populations groups.

(1) Important to knowledgeable about what college can provide in the areas of:
- Support services and special classes.
- Availability of enough class section offerings.
- Classes to meet needs of those recruited (for example, don't recruit at daytime workplace if evening classes not offered).

(2) Unbiased recruitment offering fair access to programs, based on preparation. Encourage recruitment of all special populations.

(3) Outreach Program:
- Take campus to prospective students (worksites, malls, housing projects, etc.).
- Then bring prospects on campus for tours, orientation, etc.
- Promote agencies' use of campus for intake purposes, etc. (For example, use campus for city-wide JTPA intake).

(4) Understand role with the public schools. Important to know who is coming out of local high schools and what their goals are.
- Target Seniors in Special Education, single parents, all "at risk" students.
- Both an IEP (Individualized Education Plan) and an ITP (Individualized Transition Plan) are developed for each high school special education student.
  - The IEP covers requirements for graduation, including one of five methods for graduating, coursework, modifications, etc. An ARD Committee (Admission, Review, and Dismissal Committee) is involved in development of the IEP.
  - The ITP covers transition to work and is coordinated with pertinent agencies . It is up to each school district whether or not to include the community college in the transition process. ITP procedures begin when the student is 16 years old and are followed each year, reviewed, and perhaps adjusted, through graduation. An ITP Committee is involved in the process and may or may not be the same committee as for the IEP.
  - A good discussion question might be, "Should the community colleges be involved with transitioning, and if so, what is the best way to go about approaching local school districts?"
  - Regional Education Service Centers. Get and use data from their Special Education Departments. If ESC's survey special education students, find out how many plan to attend nearby community colleges, how many are vocational/technical, how many are disabled, etc. Use the statistics!

(5) Non-traditional. Promote job fairs and other means of recruiting in conjunction with fair access.

(6) Special application and registration procedures may be needed to provide additional assistance.
- Wheelchair access during registration
- Special day set aside for physically impaired students
- On-site application and registration during Outreach efforts
- Special Pops Station set-up so special services can be provided -- whatever is needed to get through the registration process

- Centralized registration for special populations
- Help plan class schedule, keeping in mind time it takes to get from class to class, particularly if student physically impaired

(7) Recognize and understand the importance of financial assistance in the admissions/recruitment process; it can not be overlooked.

C. Assessment

Very important to reduce anxiety about term "assessment"; many special populations students don't know what it means, or it may have a different meaning from student to student. Sensitivity must be used to prevent misconceptions. Students must be reassured that assessment determines "where to start them", not to keep them in or out of college.

(1) Vocational Assessment Process:

(a) Vocational Assessment Interview

- Interview - collect and assemble information (individualized education and employment plan)
- Establish rapport and trust; involve the client in their assessment - emphasize benefits
- Discover abilities as a result of experiences
- Medical screening
- Behavioral observations of individual with feedback
- Referrals to address specific needs and possible upgrade of skills

(b) College Entrance and Intellectual/Achievement testing (vocabulary, reading comprehension, spelling, language, math)- TABE, ABLE, ACT's ASSET, Woodcock-Johnson Battery.

(c) Vocational Interests and Goals - selection of a vocational goal is the first step towards employment

(d) Skills - sensory and motor, vocational aptitudes

(e) Learning Style - visual, oral, individual, group setting, hands-on (kinesthetics); Learning and student strategy E-LASSI (Electronic Learning and Study Strategies Inventory.

(f) Career Awareness and Interest - ACT's Discover, COPP (Career Orientation and Planning Profile), Strong-Campbell, VPI, Meyer-Briggs, SIGI

(2) Marketing availability of assessment services by using flyers, brochures, presentations, and word-of-mouth.

(3) Outreach - many agencies provide their own client assessment, and colleges obtain results.

(See Appendix H: The Battin Clinic, Inc. List of Tests Used To Determine Learning Disabilities and Personality Assessment).

NOTES

MODULE II

COUNSELING/SUPPORT SERVICES

"Personnel Development For Staff Delivering Special Population Services"
MODULE II: COUNSELING/SUPPORT SERVICES
Competencies

By the end of this unit, the participant will:

1. Understand importance of establishing a good relationship and networking system with both counselors and others, plus the need for developing referral procedures (for both on and off-campus).

2. Understand why sensitivity is an important characteristic as well as a willingness to "go the extra mile" when dealing with the Special Populations student.

3. Make a commitment to become knowledgeable about financial assistance available on-campus in order to avoid duplication with referrals to sponsoring agencies.

4. Understand importance of coordination efforts to meet disabled students' needs (faculty, physical plant personnel, counselors, and others).

5. Learn what may be included in a special learning center or lab to meet needs of Perkins students.

6. Know what is needed in identifying and dealing with students' behavioral and interaction problems (in classroom and elsewhere) as well as lack of social skills.

7. Understand importance of promoting campus-wide awareness of Learning Differences, the needs and problems these students face in class.

8. Identify ways and kinds of information to disseminate to faculty regarding Learning Differences.

9. Know what components are involved in development of a comprehensive support services plan for special populations students.

10. Understand how to work with a student in developing a career goal, vocational goal, and accompanying educational goal to address and provide a career guidance management plan.

Functions 1, 2, 4, 6, 7, 8, and 9

A. Importance of Counseling/Support Services

Although all of the ten functions serve to meet the needs of the Special Populations students, the counseling and support services provided are critical to the success of these students. And, there is an overlap of counseling and support services in almost all of the ten functions.

(1) The Special Populations Coordinator needs to establish a three-way working relationship to include himself/herself, campus counselors, and outside agencies.

(2) Networking, both internally on-campus and externally off-campus is critical.
- Serves as a referral system for crisis intervention and already developed crises.
- Potential students who cannot be assisted may be referred elsewhere (another college) where their needs can best be met.

(3) Either the Coordinator, or a counselor, may serve as a liaison between the student and the sponsoring agency. If a relationship breaks down between the student and the agency, the liaison may be needed to help re-establish that relationship. Because there is a lot of support from agencies, the college has some responsibility to help the student work through that interpersonal relationship.

(4) Inservice needs of faculty and staff vary, such as:
- Responding to behavioral problems in the classroom.
- Ongoing education concerning Learning (and Responding) Differences.
- Regular communication through various means; one example could be development of a newsletter to highlight special topics, particularly dealing with learning differences.
- Availability and eligibility of instructional modifications.
- Sensitivity issues, cultural differences, and other special topics (See "People First", (9) as an example of an on-campus promotion).
- Patience and sensitivity with students who may not know <u>how</u> to access support services, have never used a filing system, don't know how to "go to the card catalog". We must not make assumptions that special population students already know how to use services.

Trainers must be qualified. The Coordinator does not have to be the trainer but may be responsible for setting-up inservice. If a multi-campus situation, identifying largest populations and services may vary from campus to campus. Specific training assistance may be provided by the System, or shared among campuses.

(5) Procedures must be set up defining student conduct. It is recommended that there be a Procedures Manual as well as a Student Handbook. Faculty and staff can then follow procedures as situations arise.

(6) Once enrolled, Special Populations students need to know what support services are available:

- Send letter to all vocational/technical students who have identified themselves as special populations. Provide a brochure of available services (counseling, financial assistance, learning activities center, tutoring, etc.) for Perkins students.
- Once student comes in for support services, can develop a student-coordinator (counselor) agreement which specifies which services student agrees to use (seminars to attend, developmental courses to take, tutoring, etc.)

(7) Initiate Special Pops Clubs as support groups.

(8) If college is teaching incarcerated students, be innovative in providing support services; often, this group of students gets "short-changed" in the support area.

(9) Promote "People First" language which uses appropriate, rather than negative language. For example, don't say, "Mr. Jones is a crippled teacher and is confined to a wheelchair." Instead, say "Mr. Jones is a teacher with a disability. He is a person who uses a wheelchair." "People First" language rejects generic labels, such as "the retarded" or "the deaf." Instead, it recommends *people with mental retardation* or *people who are deaf.*[3]

(10) The Coordinator must use appropriate questioning techniques with all students, but this is especially important when addressing special populations students. It is also important that cultural awareness be addressed and differences discussed in order to effectively counsel with some students.

(11) Special programs for students may include:

- Orientation classes for students with disabilities or who are educationally disadvantaged.
- Seminars on subjects such as learning styles and strategies, memory techniques, neurolinguistic program, right brain/left brain, identifying and utilizing strengths.
- Holistic approach rather than concentration on obvious disabilities.

Coordinator must identify qualified trainers/counselors to teach student skills.

(12) Student's file must be coordinated at some level on campus so his/her financial resources can be maximized. The Coordinator must work with the Financial Assistance Office and the sponsoring agency. Changes in agency policies may affect financial aid. Avoiding overlapping with agencies should be a priority. Procedures must be set in place to best help the student to what he/she is entitled to.

B. Support Systems

All students have some type of support systems or groups, whether positive or negative. We will use examples of two Circles of Support for the special populations student.

(1) The Student's Circle of Support includes:
- The Family
- Counselors and support services
- Other students and friends
- Agency contacts and other community connections
- Secondary support from high schools

Advocacy, Inc. should also be included in the Circle of Support. (See Appendix I: HCCS Circle of Choices for Supported Education, Project SOAR).

(2) The Community Circle of Support is different for each campus; each can fill in their support circles. Coordination of services represents a partnership with agencies. The Texas Planning Council for Developmental Disabilities has four goals:
- Education
- Employment
- Independent Living
- Social/Recreational

(See Appendix J: HCCS Community Support Circle, Project SOAR).

C. Allowable Expenditures for Special Populations

Review examples of Allowable Expenditures for Special Populations: the Disabled, the Disadvantaged (academically and economically disadvantaged), Individuals with Limited English Proficiency, Individuals in Correctional Institutions, and Individuals in Programs to Eliminate Sex Bias. (See Appendix E: Examples of Allowable Expenditures). The Coordinator must be very familiar with what can or cannot be supplied with Perkins monies for Instruction, Guidance and Counseling, and Student Services. For questions regarding eligibility, The Coordinating Board should be contacted.

(1) Certain components should be included when developing a comprehensive student services plan for special populations students. The plan such include assessment, counseling, tutoring, workshops, child care, job placement, and others.

(2) If not Vocational/Technical, special populations students are not eligible for Perkins. This may mean approximately 50% of special population students on

campus are not eligible for Perkins support services. Students may not understand "why" they're not being helped, "why" they're not eligible for these services. The Coordinator must effectively communicate "why" the student is not eligible. They must understand that the Special Populations Grant uses Federal monies, thus has restrictions.

(3) What can be done for these non-vocational/technical special population students? Institutions may have funds to provide services; or, other federal funds may be made available to academic students (TRIO programs, for example). Awkward reporting systems and funding sources can create problems, and the Coordinator may very well be the person "caught in the middle". The Coordinator's role is that of a student advocate who must see that the best interests of the students are being served.

(4) Establishing a learning center or lab is an important component of support services. Note ideas in Allowable Expenditures (See Appendix E: Examples of Allowable Expenditures).

(5) Provide career guidance services to include counseling services, literature, materials, library, workshops, mentoring, etc.

(6) If a student enrolls as an educationally disadvantaged student, once all developmental classes are successfully completed, it is left up to the discretion of each college whether or not to continue support. Subject to college policy, the Coordinator may continue support if the student still needs tutoring or counseling. Availability of funds may be the determining factor whether or not that student continues to receive assistance.

(7) Providing support services to students with disabilities will continue to increase. Almost one in 11 full-time (first time) freshmen (8.8%) enrolled in college in 1991 reported having a disability. Sight and learning disabilities are those most frequently identified by freshmen. This shows a considerable change since 1978 when the proportion was about one in 38 freshmen, or 2.6%.[4] The following information came from the same source.

Table I
Types of Disabilities of Full-Time Freshmen, by Percentage

Disability	1985	1988	1991
Hearing	12.2	11.6	10.5*
Speech	4.0	3.8	5.4
Orthopedic	12.1	13.8	13.5
Learning Disabled	14.8	15.3	24.9
Health-Related	16.2	15.7	14.6
Partially Sighted or Blind	28.3	31.7	25.2
Other	16.2	18.5	18.3

*For example, in 1991, 10.5 percent of students with disabilities reported a hearing impairment.

Source: "College Freshmen With Disabilities: A Statistical Profile" by Cathy Henderson, *Information From HEATH* (September-October, 1992).

D. Legal and Compliance Issues

"Compliance requirements and Deadlines" publication summarizes the policy implications of ADA compliance, the basic requirements of the law, and key deadlines. Written by attorneys for the ACCT and AACC, this publication was designed to assist community colleges, both public and private, and other institutions of higher education, in complying with the ADA. (See Appendix K: reprint of entire publication). Please note, on the first page under "Policy Implications of ADA Compliance", a very direct statement with regard to effects the ADA will have on higher education institutions.[5]

(1) Each college should set-up an ADA Task Force (multi-disciplinary), to be chaired by an administrator who is a decision-maker (such as Dean of Students), and include representation from instructional areas, physical plant, counselor who works with disabled students, developmental learning lab, etc. Three functions of the ADA Task Force can be:

- Look at ADA compliance issues.
- Staff development and training so additional services can be developed.
- A place where students can air grievances regarding fairness of accommodations.

Coordination efforts are necessary in order to meet the disabled student's needs, for which he/she is entitled.

(2) Advocacy, Inc. is now in region education service centers; students will go to them when they want information in order to decide whether or not to sue.

E. Issues For The Future

Most colleges are not ready for the increase of students who will be identified as having psychiatric disabilities or mental illnesses. MH/MRA advocacy groups are pushing to send more clients to the community colleges. Some MR students can handle vocational/technical programs or certificate programs, but we must be prepared to handle these students in more ways than just programmatic. The Coordinator's role will be to return to his/her campus and attempt to pave the way, educate, and advise administrators, faculty, and staff, in order for this transition to be as smooth as possible into what is being called "the disability of the 90's".

As more campuses respond to the needs of students with psychiatric disabilities, supported education has provided needed services. Over the past few years, three prototypes of supported education have emerged: (1) a self-contained classroom; (2) on-site support model; and (3) mobile support.[6]

There is a strong supported education program at Houston Community College's Central Campus, called Entry/Re-Entry. This program provides MH/MRA with an alternative program to serve young adults. One recommendation from this program is, if possible, to break psychiatric disabilities out of other disabilities. Community colleges will continue to see more of these students returning to the classroom because they are safer for students than 4-year schools. Peer and other support services are critical for success of a program such as this. (See Appendix L: Adults With Psychiatric Disabilities On Campus).

NOTES

MODULE III

INSTRUCTIONAL SERVICES

"Personnel Development For Staff Delivering Special Population Services"
MODULE III: INSTRUCTIONAL SERVICES
Competencies

By the end of this unit, the participant will:

1. Understand the difference between "supplanting" and "supplementing".

2. Identify appropriate examples of curriculum and equipment modifications.

3. Understand importance of including faculty in determining the needs/modifications process.

4. Identify ways to disseminate awareness information to faculty and staff, including gender equity.

5. Understand the difference between "ESL" and "LEP".

6. Determine the extent for which Perkins funding can be used to serve academic students.

Functions 8, 9

A. Curriculum and Equipment Modifications

Review examples of Allowable Expenditures for special populations (see Appendix E: Examples of Allowable Expenditures). The Coordinator must be very familiar with what can or cannot be provided with Perkins monies for Instruction, Guidance and Counseling, and Student Services. For questions regarding eligibility, The Coordinating Board should be contacted.

(1) Innovative approaches and networking may help meet equipment or instructional material needs.

- A lending library for equipment or materials currently not being used (or needed for academic students)? Can also be means of using special equipment on order until it is received (may be close to end of semester before order received). This would be a way to maximize use of Perkins purchased equipment and materials.
- The University of Texas at Austin has a book lending library.
- If cannot work out equipment lending library among colleges, possibly can work out system among campuses of one college system.
- Colleges can set-up their own lending library for textbooks or equipment (For example, court reporting students can check out steno machine). Other equipment that may be added to a lending library are tape recorders, talking calculators, portable typewriters, enlarging equipment for visually impaired students, such as Magna link system, etc.
- Look into trading-in equipment. As long as equipment is not sold and trade-in is documented, this might help stretch equipment budget. Trade-in across campus, as long as it is documented, could also be a solution.
- Look into transfer of equipment on-campus(for example, what is being done with old computers, typewriters, etc.), as long as documented. Years of life left in each piece of equipment might need to be determined.
- Soliciting in-kind donations to the college can work in some cases, especially from the business sector.
- Look into leasing equipment, especially for visually impaired students.

For further information regarding disposition of equipment purchased with Perkins funds, the TAG offers audit criteria[7].

(2) Promotion and use of instructional materials that will involve non-traditional occupations and gender equity.

(3) Older students who have not been recent high school graduates or GED graduates may need supplemental materials in developmental classes (some colleges allow alphabetic phonics to be included).

(4) Modifications must be made available in instructional areas, but it is crucial that Coordinator work with faculty to assure them they are not being asked to jeopardize integrity of their programs/classes. Modifications such as heights of desks or computer tables to accommodate wheelchairs, for example, are not related to testing knowledge, but these modifications affect physically impaired students' learning.

(5) Strong tutoring program or learning lab can be set-up for instructor referrals. Instructor completes referral form, identifying specific goals to be achieved in tutoring/lab program (a "prescription").

(6) Network with agencies. Examples are: a laptop computer; a Kurzwell Reader; and Zoom Tex. A relationship can be established with Literacy of Texas, which may need a site to teach reading - possibly space can be provided on-campus. TRC has updated software to use with college's equipment. Texas Commission for the Blind has voice activated calculators and other advanced equipment, and student training at other sites may be set-up.

(7) Use NCR paper with students who have perceptual problems and can't take notes and pay attention to instructor at the same time, because they lose their focus. Give NCR paper to another student to take notes. That student then gives copy to student with perceptual problem.

(8) As a courtesy, the Coordinator may want to advise the instructors that a student is approved to:

- use the tape recorder in class
- use a note taker
- use an interpreter

It is very important for the Coordinator to interact with faculty early on and assume liaison role between instructor and student. Also important to be consistent and keep ongoing relationship with faculty to keep them up-to-date on available services. A newsletter or regularly distributed Memo might be way to keep communication open with faculty. Once a good relationship is established with faculty, if a problem arises, it may be worked out, instead of an instructor just flunking the student.

(9) There are magnifiers available. One example is Magna Page, which magnifies pages of text, and is sold by the Lighthouse for Blind for $5.00. There is also software that will magnify text.

(10) Tutoring or modifications needed to help incarcerated student population to raise levels in reading and math. Many have learning disabilities and should be put on tutoring plan instead of treatment plan for their behaviors.

(11) Once clients come on campus and become students, if vocational/technical students, colleges are responsible under Perkins. Colleges hire interpreters, notetakers, etc. and set salaries. Sometimes TRC interpreters subcontract with colleges. Or, perhaps a contract can be worked out with TRC and a billing system set-up for reimbursement.

(12) In secondary education, special education pays for testing. If students were not retested when EXITED, Perkins can pay for testing if students are special populations. If a history of disability, the Coordinator can go ahead and make modifications in the meantime. Students need to be alerted, however, that modifications may end if testing is not done. NOTE: TRC is required to assess their Learning Differences clients every 3 years.

- Some insurance programs (either insured under their parents or on their own) pay for testing if there is a disability.
- If a military dependent, may receive testing.

(For additional information, See Appendix M: Students Who Are Blind Or Visually Impaired In Postsecondary Education)

B. Supplanting and Supplementing

Supplementary services must be provided to all special populations students in technical and vocational educational programs, even if they are in programs not targeted for Perkins funds. (See Appendix F: Common Questions and Answers). According to another question/answer from that same Appendix, federal vocational funds may only be used to supplement or increase the level of funds made available for students participating on campuses or in programs using federal vocational funds. In no case may federal vocational funds be used to supplant or replace non-federal funds.

(1) Discuss situations where issue of supplementing/supplanting has arisen. What was resolution?

(2) Supplemental remedial development and instruction for students enrolled in technical/vocational education are allowable activities under Basic Grant expenditures.

(3) Supplemental services for special populations are allowed under Basic Grant expenditures, including modifications to curriculum, equipment, and classroom, supportive personnel and instructional materials/devices, dependent care and transportation.

(4) Include supplemental or developmental activities in students' degree plans. Individualize each student's degree plan, with very specific activities outlined.

C. Perkins Funds For Academic Students (Transfer Students)

If the equipment purchased with Perkins funds for special populations students is being used less than full time in the project for which it was originally acquired, the district may make it available for use in other projects and programs currently or previously sponsored by the federal government. Such other use cannot interfere with the work on the original program for special populations students. Please take note, however, that if a computer is purchased with Perkins funds for the disabled but is used by eligible students 10 percent of the day, and by non-eligible for 90 percent of the day, then audit questions may be raised as to the original purpose of the expenditure. So, special equipment or materials purchased for Perkins students can be used for academic students as long as Perkins students take priority.

Coordinators or other staff members may want to keep Time and Effort reports even if paid 100 percent out of Perkins. Good Time and Effort reporting documents time spent with Perkins, or potential Perkins students. For academic students, if a Coordinator is paid 100% out of Perkins, other resources should be researched -- other institutional funds or other federal funds for academic students, such as Trio.

Under ADA, sign language can be used for transfer, but it is up to the receiving school whether or not sign language can be accepted as meeting foreign language requirements.

D. LEP or ESL?

There seems to be some confusion between LEP and ESL. The TAG clearly distinguishes LEP students as those in vocational programs. (See Appendix E: Examples of Allowable Expenditures). Also, from Section 118 Criteria for Services and Activities for Individuals Who Are Members of Special Populations. (See Appendix E: Examples of Allowable Expenditures), vocational education is the criteria for LEP. Some colleges have lost LEP efforts; LEP funds may have been going for ESL programs through Humanities departments, not vocational/technical departments. Part of the problem may have derived from the fact that the two terms are used interchangeably, depending upon the orientation of the instructor. For clarification, contact The Coordinating Board.

NOTES

MODULE IV

EMPLOYMENT SERVICES/ JOB DEVELOPMENT/PLACEMENT

"Personnel Development For Staff Delivering Special Population Services"
MODULE IV: EMPLOYMENT SERVICES/JOB DEVELOPMENT/PLACEMENT
Competencies

By the end of this unit, the participant will:

1. Be knowledgeable of the ADA and identify ways to educate students so they will become their own advocates in their job search and job placement processes.

2. Identify some examples of programs or services (seminars, etc.) that will help students make transition from school to work.

3. Understand the difference between job "development" and job "placement".

4. Understand importance of developing a career guidance management plan and encouraging students to participate in a career placement program.

Functions 4, 7, 8, 9, 10

A. Employment Services

Students are much more knowledgeable and proactive about their rights under ADA. The Coordinator, however, has the responsibility to see that all special populations students are provided information concerning their legal rights. Long before a student reaches the exit level in order to seek employment, that student should have participated in a comprehensive employment services program.

(1) The ADA of 1990, in many cases, includes broader requirements than 504 regulations. For example, under the ADA, employers must consider transferring newly disabled employees to other open positions; this consideration was not required under the Rehabilitation Act.[8] (See Appendix K: Reprint of "ADA Compliance Requirements and Deadlines" brochure).
- An outcome of ADA may be a greater influx of students as more jobs become available to them.
- TEC publishes "ADA Do's and Don'ts" which can be circulated, using bulletin boards.

(2) Job Placement Ads may need reviewing to assure they reflect proper language, etc.

(3) Employment Services program should include both job development and job placement.

(4) Jobs Board needs to be kept up-to-date for professional positions as well as part-time student jobs.

(5) Jobs Board is also a good place to post hiring information from employers. There are several sources who publish this type of information, one being TEC. (See Appendix N: "There Is A Message Here!").

(6) Development of Job Readiness Skills critical:
- Seminars for resume writing, dress coaching, one-on-one interviewing skills, job search techniques, etc.
- ACT's Discover (or other) computerized career planning program; important that a student utilize a program as soon as possible after enrollment in a program.
- Simulation Lab for interviewing.
- Workshops with several topics going on simultaneously on subjects such as:
- child care issues
- politics in the workplace

(7) School-to-work Transition Services needed:

- Preparation in taking responsibilities
- Setting priorities
- Understanding the work ethic
- Organizing oneself to present oneself well
- Negotiating skills (work days, time, pay, etc.)
- Interpersonal relationship skills - as important as competencies
- Understanding of opportunity for flexible and creative scheduling (shifts, etc.)

(For additional information, see Appendix O: Career Planning and Employment Strategies For Postsecondary Student With Disabilities).

B. Job Development

Job Development is often an area ignored but one that plays a key role in Outreach efforts within the community. This responsibility entails developing new jobs and should be included in any special populations program.

C. Placement

Placement Services assist students who have completed 2-year degrees or certificate programs. Some Placement Offices assist students with part-time work while still in school. If colleges hire a full-time job placement professional, that person may work with the Coordinator in several areas:

(1) Identify special populations majors and match-up with openings.
(2) Develop co-op programs with business and industry.
(3) Initiate on-site recruitment (bring employers on-campus).
(4) Sponsor regular job fairs and non-traditional job fairs.
(5) Utilize employment, labor market, and student follow-up newsletters (such as TEX-SIS, and others).
(6) Maintain follow-up system.

D. Coordination Efforts

Coordinators should pursue coordinating with Council of Governments (COG's), regional Quality Work Force Planning, Texas Employment Commission (TEC), and other agencies.

NOTES

MODULE V

ORGANIZATION/DATA MANAGEMENT/REPORTING

"Personnel Development For Staff Delivering Special Population Services"
MODULE V: ORGANIZATION/DATA MANAGEMENT/REPORTING
Competencies

By the end of this unit, the participant will:

1. Understand the administrative role and responsibilities of the Special Populations Coordinator and the functions that person is expected to perform or oversee/coordinate.

2. Have some knowledge of what is included in the Technical Assistance Guide (TAG).

3. Understand what data collection, monitoring, and reporting is expected under Perkins for Coordinating Board reports.

4. Understand the importance of developing a tracking and monitoring system for special populations students and give examples of systems currently used.

5. Understand which performance objectives are required to meet performance standards.

6. Be familiar with different methods for identifying Special Populations students.

All ten Functions overlap.

A. Administrative Responsibilities

In the Overview section, it was stated that the Special Populations Coordinator may not be the person actually performing all the responsibilities involved in carrying out the 10 Functions. But, the Coordinator may be the person charged with overseeing that all these areas are covered.

(1) Organization of all special populations services, data collection, tracking, monitoring, following "letter of the law", and other responsibilities.

(2) Familiarization with the TAG is essential to carry out these responsibilities (See Appendix D: Criteria for Services and Activities, Appendix E: Examples of Allowable Expenditures, Appendix F: Common Questions and Answers, and Appendix G: Definitions).

(3) A Special Populations Coordinator is only a coordinator when he/she assumes other responsibilities besides being just a deliverer of services.

(4) Important to develop an ongoing evaluation system to feed back into the planning process...each Coordinator needs to consider what components should be included in this evaluation system.

B. Identifying Special Populations

(1) Colleges may use different methods to identify special populations students. Among these are:

- Self-identification (students declare themselves).
- Eligible for financial assistance or agency assistance.
- Enrollment in developmental courses
- Certified with a disability or some other means of determination.
- High school grades; testing scores.

(See Appendix B: Special Populations)

(2) Unless a qualifying condition requires a change in reporting, students may re-enroll in same special populations group. For example, an entering educationally disadvantaged student may continue in that status throughout his/her college enrollment. It is left up to each college to determine qualifying condition changes.

(3) "Undecided" and pre-program students are eligible for Perkins. Final Federal regulations demanded a change in interpretation. Any student not declared as "Academic" may be counted as vocational/technical. Pre-program students' financial assistance, however, may be in jeopardy because Business Managers are afraid of being audited.

(4) One special populations category is the "disadvantaged" student which has two subgroups - economically and academically disadvantaged. These subgroups need to be kept and tracked separately for The Coordinating Board reports.

C. Data Management

Collecting data begins with initial contact with a special populations student. Student tracking helps determine what happened to that contact. Tracking is followed by monitoring progress and accurate reporting to meet guidelines, deadlines, etc. set by The Coordinating Board.

(1) Tracking Special Populations (See Appendix M: Tracking Special Populations).

- Monitoring by The Coordinating Board is scheduled on a regular basis to determine all assurances are being carried out (See Appendix N: General Tracking of Special Populations).

(2) Board staff will monitor technical and vocational education programs for compliance with applicable laws, regulations, guidelines, and policies, as well as for effectiveness. The visits will be conducted in accordance with a monitoring instrument which will be available for prior review by the postsecondary districts and institutions. Unannounced visits may be made at the discretion of The Coordinating Board.[9]

D. Tracking and Reporting Systems

Colleges may need to start with a manual coding and tracking system first before determining what is needed in an automated system. Accountability requires that we use a tracking system.

(1) On Track is a system by IBM; San Antonio College uses it to enter student services, textbooks, etc., and other counseling used on the system. All counselors can access the network. When counseling students, counselors can verify a support services and delivery plan. On Track information must be kept up-to-date so administrative reports can be run. Mid-year reports assure On Track is working,so the Coordinator can determine budget status of each department, maybe reallocate funds among departments, or if not on target, where to put special focus or emphasis.

- Eligibility for gender equity programs change from semester to semester, depending upon enrollments in class.
- Outreach figures can be logged in and tracked to help determine effectiveness of recruitment program.

- Student Services tracking can pull JTPA information, as well as Perkins information.

(See Appendix O: Sample of On Track Record for one student)

(2) Lone Star Tracking System is used at Brazosport with a Scantron form. (See Appendix P: Sample Lone Star Tracking and Evaluation Form).

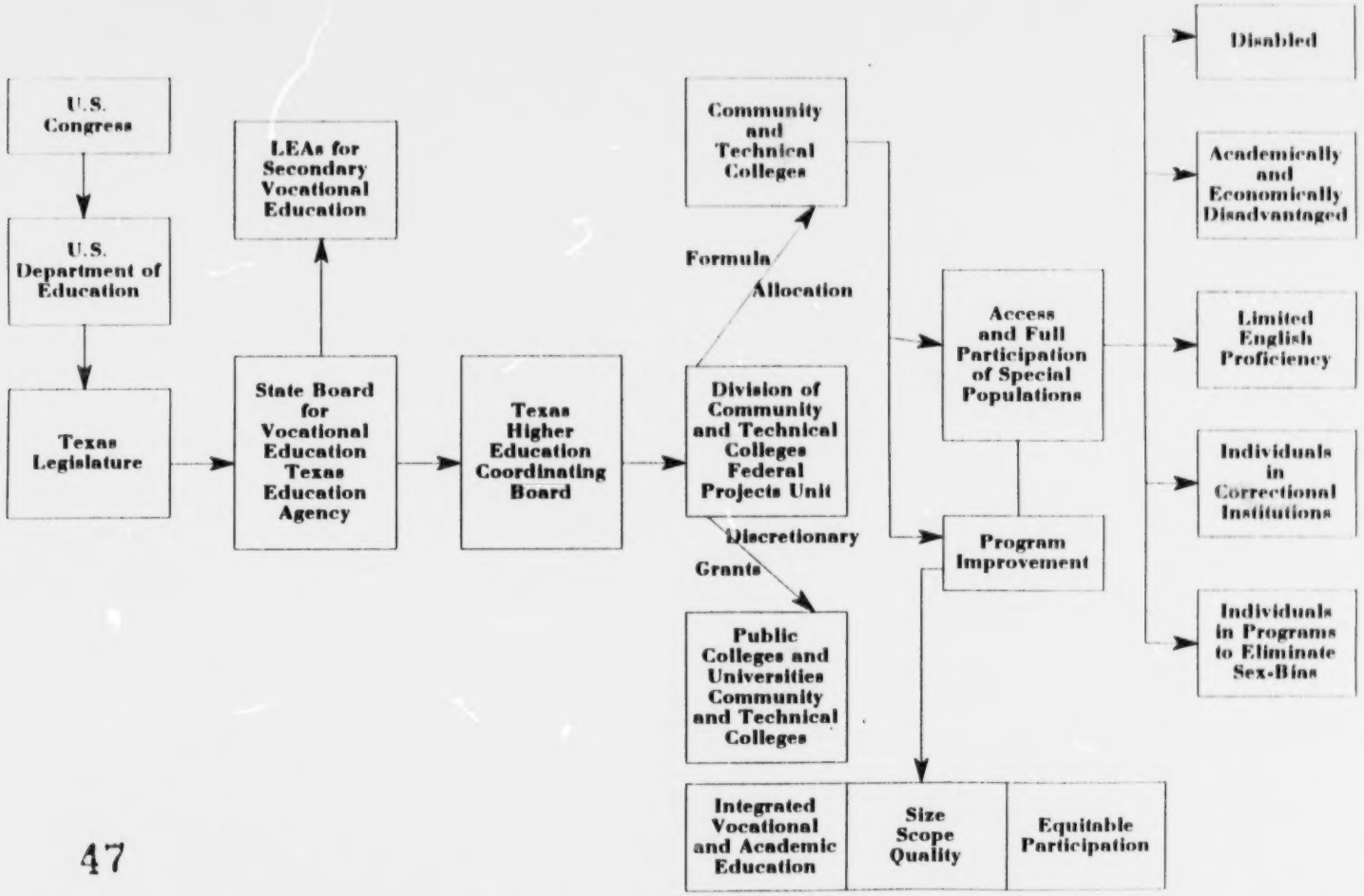
(3) Student Tracking and Information Retrieval System (STAIRS) is used to track special populations at Amarillo College. Data is gathered on a Scantron form during registration. If special populations information on the mainframe, it can be downloaded and input into a PC. Fox Pro is the fastest data base for PC use. A User's Group has been formed (requires programming experience). Dallas Community College District is working on STAIRS to make it fit The Coordinating Board reports so all schools can use this system.

(4) Colleges can develop their own data collection form and system for Perkins reporting. Use of a Scantron form (or manual data collection) can collect special populations data upfront for all vocational/technical students.

NOTES

APPENDIX A.
FLOW OF FEDERAL FUNDS

Flow of Federal Funds
Provided through the Carl D. Perkins Vocational and Applied Technology Act
P.L. 101-392


U.S. Congress
U.S. Department of Education
Texas Legislature
LEAs for Secondary Vocational Education
State Board for Vocational Education Texas Education Agency
Texas Higher Education Coordinating Board
Community and Technical Colleges
Formula Allocation
Division of Community and Technical Colleges Federal Projects Unit
Discretionary Grants
Public Colleges and Universities Community and Technical Colleges
Access and Full Participation of Special Populations
Program Improvement
Disabled
Academically and Economically Disadvantaged
Limited English Proficiency
Individuals in Correctional Institutions
Individuals in Programs to Eliminate Sex-Bias
Integrated Vocational and Academic Education
Size Scope Quality
Equitable Participation

A-1

APPENDIX B.
SPECIAL POPULATIONS

2.8 Special Populations

In the following sections of the TAG, each special population category is treated separately. Topics included for each population are:

a. Definition,

b. Determination of eligibility,

c. Assurances, and

d. Examples of allowable expenditures.

2.8-1 Definition

a. **Special populations:** Individuals with disabilities, educationally disadvantaged and economically disadvantaged individuals (including foster children), individuals of limited English proficiency, individuals who participate in programs designed to eliminate sex bias, and individuals in correctional institutions.

b. **Disabled:** Individuals who are mentally retarded, hard of hearing, deaf, speech or language impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired; other health impaired persons; or persons with specific learning disabilities, and who because of their disabling condition, cannot succeed in the regular vocational education programs without special assistance.

c. **Disadvantaged:** Individuals (other than individuals with disabilities) who have economic or academic disadvantages and who require special services and assistance in order to enable these individuals to succeed in vocational education programs. This term includes individuals who are members of economically disadvantaged families, migrants, individuals of limited English proficiency and individuals who are identified as potential dropouts from secondary school.

(1) **Academically Disadvantaged:** An individual who scores at or below the 25th percentile on a standardized or aptitude test, whose secondary school grades are below 2.0 on a 4.0 scale (on which the grade "A" equals 4.0), or who fails to attain minimum academic competencies. This definition does not include

individuals with learning disabilities.

(2) **Economically Disadvantaged:** A family or individual which the State Board identifies as low income on the basis of uniform methods that are described in the state plan. A PSI must use one or more of the following standards as an indicator of low income:
(a) Annual income at or below the official poverty line according to the latest available data from the Department of Commerce or the Department of Health and Human Services poverty guidelines,
(b) Eligibility for Aid to Families with Dependent Children or other public assistance programs,
(c) Receipt of a Pell Grant or comparable state program of need-based financial assistance,
(d) Eligibility for participation in programs assisted under Title II of the Jobs Training Partnership Act, and
(e) Eligibility for benefits under the Food Stamp Act of 1977.

d. **Limited English proficiency:** A person who is a member of a national origin minority who does not speak and understand the English language in an instructional setting well enough to benefit form vocational studies to the extent as a student whose primary language is English. These persons may include:

(1) Individuals who were not born in the United States or whose native tongue is a language other than English and

(2) Individuals who come from environments where a language other than English is dominant and thus have difficulties speaking and understanding instructions in the English language.

e. **Correctional institution** means any:

(1) Prison,

(2) Jail,

(3) Reformatory,

(4) Detention center, or

(5) Halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders.

2.8-2 Determination of Eligibility

a. Disabled

(1) Certified by the Texas Rehabilitation Commission;

(2) Self-Identification;

(3) Independent School District;

(4) Internal determination (title of person determining eligibility); or

(5) Other (identification).

b. Economically disadvantaged

(1) Referral from local Job Service Office with documented eligibility attached.

(2) Referral from Aid to Families with Dependent Children (AFDC) or proof of receipt of assistance on date of program entry.

(3) Proof of acceptance or receipt of Pell grant or assistance under a comparable state program of need-based financial assistance.

(4) Referral from Administrative Entity; does not necessarily have to be enrolled in Title II, may be deferred as long as certified eligible.

c. Academically disadvantaged

(1) Testing scores

(2) High school grades

(3) Testing scores below those required for occupational/ vocational area; may also use referral from counselor or teacher.

d. Limited English Proficiency

(1) Interview

(2) English Proficiency Test scores

(3) Country designation reported on bilingual census

e. Other appropriate sources

(1) PSI may document if specific criteria are additionally identified in the approved plan.

2.8-3 Assurances

a. State and eligible recipient shall provide assurances of equal access and assistance

(1) Individuals who are members of special populations will be provided with equal access to recruitment, enrollment, and placement activities;

(2) Individuals who are members of special populations will be provided with equal access to the full range of vocational education programs available to individuals who are not members of special populations, including occupationally specific courses of study, cooperative education, apprenticeship programs, and, to the extent practicable, comprehensive career guidance and counseling services, and shall not be discriminated against on the basis of their status as a member of special populations;

(3) (A) Vocational education programs and activities for individuals with handicaps will be provided in the least restrictive environment in accordance with Section 612(5)(b) of the Education of the Handicapped Act and will, whenever appropriate, be included as a component of the individualized education program developed under section 614(a)(5) of such act;

(B) Students with handicaps who have individualized education programs developed under section 614(a)(5) of the Education of the Handicapped Act shall, with respect to vocational education programs, be afforded the rights and protection guaranteed such students under sections 612, 614, and 615 of such act;

(C) Students with handicaps who do not have individualized education programs developed under section 614(a)(5) of the Education of the Handicapped Act or who are not eligible to have such program shall, with respect to vocational education programs, be afforded the rights and protection guaranteed such students under section 504 of the Rehabilitation Act of 1973

and, for the purpose of this act, such rights and protection shall include making vocational education programs readily accessible to eligible individuals with disabilities through the provision of services described in subsection (c)(3);

(D) Vocational education planning for individuals with handicaps will be coordinated between appropriate representatives of vocational education, special education, and state vocational rehabilitation agencies; and

(E) The provision of vocational education to students with handicaps will be monitored to determine if such education is consistent with the individualized education program developed for such students under section 614(a)(5) of the Education of the Handicapped Act, in any case in which such a program exists;

(4) The provision of vocational education will be monitored to ensure that disadvantaged students and students of limited English proficiency have access to such education in the most integrated setting possible; and

(5) (A) The requirements of this act relating to individuals who are members of special populations:

(i) will be carried out under the general supervision of individuals in the appropriate state educational agency or state board who are responsible for students who are members of special populations; and

(ii) will meet education standards of the state educational agency or state board; and

(B) With respect to students with handicaps, the supervision carried out under subparagraph (A) shall be carried out consistent with and in conjunction with supervision by the state educational agency or state board carried out under section 612(6) of the Education of the Handicapped Act.

(6) Assist students who are members of special populations to enter vocational education programs, and, with respect to students with handicaps, assist in fulfilling the transitional service requirements of section 626 of the Education of the Handicapped Act;

(7) Assess the special needs of students participating in programs receiving assistance under title II with respect to their successful completion of the vocational education program in the most integrated setting possible;

(8) Provide supplementary services to students who are members of special populations, including, with respect to individuals with handicaps:

(A) curriculum modification;

(B) equipment modification;

(C) classroom modification;

(D) supportive personnel; and

(E) instructional aids and devices.

(9) Provide guidance, counseling, and career development activities conducted by professionally trained counselors and teachers who are associated with the provisions of such special services; and

(10) Provide counseling and instructional services designed to facilitate the transition from school to post-school employment and career opportunities.

2.9 Basic Grant Allowable Costs - Program Improvement, Innovation, and Expansion

2.9-1 General Regulations for Use of Funds

Basic grant funds may only be used for program improvement, with the full participation of special populations. Priority must be given to a limited number of sites that serve the highest concentration of special populations students. Each funded program must be of sufficient size and quality to be effective, must integrate vocational and academic competencies and must provide equitable participation for special populations.

2.9-2 Administrative Costs

Administrative costs are allowable not to exceed 5 percent of the total allocation.

2.9-3 Examples of allowable expenditures for program improvement: see charts in Section B, page 30 through 33.

APPENDIX C.
FUNCTIONS OF A SPECIAL POPULATIONS COORDINATOR

FUNCTIONS OF THE SPECIAL POPULATIONS COORDINATOR

The vocational education special populations coordinator shall be a qualified counselor or teacher to ensure that individuals who are members of special populations are receiving adequate services and job skill training. The supplemental services for special populations that could be provided by the special populations coordinator may include the following:

1. Providing recruitment, enrollment and placement services to students who are members of special populations to assure equal access to a full range of vocational and technical education programs.

2. Assisting individuals who are members of special populations, when appropriate, in the preparation of application relating to admission to vocational and technical education programs.

3. Monitoring the provision of vocational and technical education to ensure that disabled, disadvantaged, and students of limited English proficiency have access to vocational and technical education in the most integrated setting possible.

4. Assisting in the development and dissemination of the required vocational program information for students who are members of special populations concerning: (a) the opportunities available in vocational education; (b) the requirements for eligibility for enrollment in such vocational education programs; (c) specific courses that are available; (d) employment opportunities; and (5) placement.

5. Providing members of special populations with an assessment of their vocational interests and aptitudes and with career counseling and guidance activities based on the data obtained in these assessments.

6. Provision of guidance, counseling, and career development activities conducted by professionally trained counselors and teachers.

7. Coordinating the planning, placement, and supplemental services for disabled students enrolled or intending to enroll in vocational and technical education programs.

8. Providing or assuring the provision of supplementary services for all members of special populations as follows: (a) curriculum modification; (b) equipment modification; (c) classroom modification; (d) supportive personnel, and (e) instructional aids and devices.

9. Provision of counseling and instructional services designed to facilitate the transition from school to post-school employment and career opportunities.

10. Coordination of the delivery of services with other service providing agencies.

APPENDIX D.
CRITERIA FOR SERVICES AND ACTIVITIES

Section 118 Criteria for Services and Activities for Individuals who are Members of Special Populations

a. Assurances of Equal Access for Members of Special Populations.

1. Individuals will be provided equal access to recruitment, enrollment and placement activities and a full range of vocational education programs.
2. Individuals with handicaps will be provided programs in the least restrictive environment, and those who have individualized education programs must be afforded the rights and protection guaranteed under the Education of the Handicapped Act and the Rehabilitation Act.
3. Vocational education planning for individuals with handicaps will be coordinated between appropriate representatives of vocational education, special education, and state vocational rehabilitation agencies; and the provisions of vocational planning for individuals with handicaps will be monitored to determine if such education is consistent with the individualized program developed under the Education of the Handicapped Act.
4. The provision of vocational education will be monitored to ensure that disadvantaged students and students of limited English proficiency have access to such education in the most integrated setting possible.
5. The requirements of this act relating to individuals who are members of special populations:
   (a) Will be carried out under the general supervision of individuals in the appropriate state education agency or state board who are responsible for students who are members of special populations; and
   (b) Will meet education standards of the state educational agency or state board.

b. Assurances

1. Each eligible recipient shall:
   (a) Assist students to enter vocational education programs; and, with respect to students with handicaps, assist in fulfilling the transitional service

requirements of section 626 of the Education of the Handicapped Act;

(b) Assess the special needs of students participating in programs with respect to their successful completion of the vocational education program in the most integrated setting possible;

(c) Provide supplementary services to students;

(d) Provide guidance, counseling, and career development activities; and

(e) Provide counseling and instructional services designed to facilitate the transition from school to post-school employment and career opportunities.

c. Participatory Planning

1. Establish procedures for parents, students, teachers and area residents to directly participate in state and local decisions regarding programs.

2. Provide technical assistance and design such procedures to ensure that such individuals are given access to the information needed to use such procedures.

APPENDIX E.
EXAMPLES OF ALLOWABLE EXPENDITURES

2.9-4 Examples of Allowable Expenditures - Disabled Students

Instruction	Guidance and Counseling	Student Services
•Tutorial instruction in vocational competencies and basic skills	•Programs developed/administered by counselors to improve, expand, extend career guidance and counseling programs to meet the career development, vocational education, and employment needs	•The establishment and operation of vocational support system
•Team teaching in vocational classes utilizing additional staff	•Vocational assessment activities	•Services designed to facilitate the transition from postsecondary institution to employment and career opportunities
•Supplementary instruction in job seeking and keeping skills	•The purchase of vocational aptitude and interest assessment instruments	•Interpreter services for students with impaired hearing
•Computer software and hardware for self-paced individualized instruction	•Specialized career counseling and guidance activities or materials	•Aides to assist disabled students in class as interpreters, note takers, mobility assistance, etc.
•Individualized audiovisual equipment and materials for self-paced instruction	•Job placement activities when necessary for program completers and leavers	•Placement services
•Curriculum materials for students to aid instruction	•The acquisition of vocational assessment equipment	•Provision of information to parent and student on vocational programs and services available to disabled students
•Textbooks and materials in large print or Braille	•Career center acquisitions	•Career day
•Tape recorders and tapes for non-readers	•Testing materials for vocational assessment-interest inventories and vocational aptitudes	•Job fair
•Textbooks and materials recorded on tapes for disabled students	•Seminars on careers	•Childcare
•Equipment to produce materials for the disabled student, for example, to produce Braille tapes or large print	•Seminars on preparing for entering the workforce	•Transportation
•Travel related to enhancing programs	•Brochures to enhance guidance and job placement	
•Direct secretarial support for instructional modifications	•Direct secretarial support	
•Inservice activities		
•Equipment modification for disabled students		

2.9-5 Examples of Allowable Expenditures - Disadvantaged

Instruction	Guidance/Counseling	Student Services
•Team teaching in vocational classes utilizing additional staff	•Vocational assessment activities	•The establishment and operation of a vocational support system and services
•Instruction in basic skills (tutoring)	•The purchase of vocational aptitude and interest assessment instruments	•Services designed to facilitate the transition from postsecondary institution to employment and career opportunities
•Supplementary instruction in job seeking and keeping skills	•Specialized career counseling and guidance activities	•Establishment and operation of placement services
•Computer software and hardware for self-paced individualized instruction	•Job placement activities when necessary for program completers and leavers	•Provision of information to parent and student on vocational programs and services available to disadvantaged students
•Curriculum materials for students with low-level reading ability	•The acquisition of vocational assessment equipment	•Brochures
•Tape recorders and tapes for nonreaders	•Programs developed/administered by counselors to improve, expand, extend career guidance and counseling programs to meet the career development, vocational education, and employment needs	•Job fair
•Special books/materials as necessary		•Career day
•Tutorial lab		•Awareness seminars
•Developmental lab (reading, writing, mathematics) both equipment and supplies	•Cooperative/networking arrangements to provide special services, including assessment	•Childcare
•Prorating tutorial instructors salary	•Career center materials and supplies	
•Travel in support of instructional programs	•Career assessment materials	
•Secretarial services in support of instruction	•Seminars on careers	
•Inservice activities for instructors	•Seminars on preparing for entering the workforce	
	•Brochures to enhance guidance and job placement	
	•Prorating of counselor salaries	
	•Travel in support of counseling	
	• Direct secretarial support of counseling	
	•Inservice for counselors	

2.9-6 Examples of Allowable Expenditures - Limited English Proficiency

Instruction	Guidance/Counseling	Student Services
•Tutorial instruction in vocational competencies	•Vocational assessment activities	•The establishment and operation of a vocational support system
•Team teaching in vocational classes utilizing additional staff	•The purchase of vocational aptitude and interest assessment instruments	•Services designed to facilitate the transition from postsecondary institution to employment and career opportunities
•Instruction in basic skills (tutoring)	•Specialized career counseling and guidance activities	•Bilingual interpreter services
•Supplementary instruction in job seeking and keeping skills	•Job placement activities when necessary for individual students	•Provision of information to parent and student on vocational programs and services available to these students
•Computer software and hardware for self-paced individualized instruction	•The acquisition of vocational assessment equipment	•Awareness seminars
•Individualized audio-visual equipment and materials for self-paced instruction	•Career counseling materials in other languages	•Brochures
•Curriculum materials for students with low-level reading ability	•Career assessment materials in other languages	•Tutors
•Curriculum materials designed for LEP students	•Brochures in dual languages	•Child care
•Tape recorders and tapes for nonreaders	•Inservice activities	
•Textbooks and materials recorded in other languages for LEP students to supplement curriculum	•Direct secretarial support	
•Instructional travel	•Interpreters	
•Direct secretarial support for instruction		
•Inservice activities		

2.9-7 Examples of Allowable Expenditures from Basic Grant

Program Improvement	Counseling/Guidance	Services	Administration
•the acquisition of new state-of-the-art equipment	•acquire self-assessment, career decision making, and employability skills	• Child care	•may include the salary for an administrator to supervise/coordinate the vocational education improvement, innovation and expansion program prorated to the time and effort expended for this purpose. Time and effort documentation must be maintained.
•the acquisition of teaching aids	•make the transition from education and training to work	• Work study	
•modifying or upgrading equipment to meet current business and industry specifications	•maintain marketability of current job skills in established occupations		•may include the cost of travel for the administrator when such travel is directly in support of vocational program improvement, innovation, and/or expansion.
•the acquisition of equipment to expand vocational programs	•develop new skills to move away from declining occupational fields and enter new and emerging fields in high technology areas and fields experiencing skill shortages		•cost of follow-up activities
•travel expenses for vocational teachers attending approved workshops	•obtain and use information on financial assistance for postsecondary vocational education and job training		•administrative cost of II, Part C programs
•the employment of teacher aides	•acquire vocational assessment, interest, and aptitude and other guidance materials for student and instructional use		
•conducting short-term laboratory courses to complement on-the-job training of cooperative education students	•acquire vocational assessment equipment		
•initiation of new vocational educational programs	•career decision making materials		
•teacher travel necessary to conduct the activities of vocational student organizations, when such activities are an integral part of the instructional program	•placement activities		
•initiation, improvement, or expansion of prevocational programs	•interest and aptitude materials		
•the creation or expansion of programs to train workers in skilled occupations needed to revitalize businesses or industries			
•contracted instruction			
•local inservice			
•software			

APPENDIX F.
COMMON QUESTIONS AND ANSWERS

2.10 Common Questions and Answers

1. Q. **Are funding levels for annual allocation subject to change during the three year cycle?**

   A. Funding level may change as may be necessary for each fiscal year to carry out the provisions of Titles I,II, III, and IV of the Act.

2. Q. **What are the specific requirements for a student to qualify as Limited English Proficient?**

   A. Be a member of a national origin minority who does not speak and understand the English language in an instructional setting well enough to benefit from vocational studies to the same extent as a student whose primary language is English. These persons may include: (1) individuals who were not born in the United States or whose native tongue is a language other than English and (2) individuals who come from environments where a language other than English is dominant and thus have difficulties speaking and understanding instructions in English.

3. Q. **What criteria would justify a counselor as supplementing a program rather than supplanting?**

   A. A PSI may use federal vocational funds only to supplement or increase the level of funds made available for the students participating on campuses or in programs using federal vocational funds. In no case may federal vocational funds be used to supplant or replace non-federal funds. A PSI could be considered in non-compliance with the supplement-not-supplant requirement if the PSI uses federal vocational funds to provide services that the PSI is required to provide under state, or local law, or rule or a court order. Also, PSI could be considered in non-compliance for any expenditure of federal funds for any service that has, in prior years, been funded with state or local funds.

4. Q. **Is it recommended that PSIs still provide matching funds even though it is not required by law?**

   A. Although the intent of the new law is to eliminate the fiscal restraints such as set-asides, matching and excess costs, institutions are encouraged to use non-federal funds to improve, upgrade and expand similar activities.

5. Q. **What are the dates for determining which students to track?**

   A. All performance measures are using the reporting period as summer session 1, summer session 2, fall and following spring semester. This includes the Federal Student Reports CB 114 and CB 116.

6. Q. **Reports now require tracking of special population students for all majors. How does this tie into the federal requirement?**

   A. The Perkins Performance Measures require the identification of all students who fall within the federal definition of special populations. This is to help identify the proportion of special populations enrolled in the institution compared to the number of special populations in the service delivery area. (Performance Measure V). Once these are identified, only special populations who enroll in the technical education programs will be tracked. By collecting special population data for all students in the CBM 001 (Student Enrollment Report), the Coordinating Board can produce Part A of the CB 114. In addition, the Coordinating Board can also produce Part A of the CB 116 to identify completers by gender, ethnicity and special populations.

7. Q. **Can clerical support staff be hired with Perkins funds to work with special population student services?**

   A. Yes, administration funds may be used for this purpose.

8. Q. **Must Perkins travel funds used by occupational faculty be used only for topics related to servicing special need students?**

   A. In-state and out-of-state travel is authorized for administrative, institutional and student services personnel in support of the institution's technical and vocational education programs.

9. Q. **Can all special population students be served, even if they are in the technical and vocational education program not targeted for Perkins funds?**

   A. Yes, supplementary services must be provided to all special populations students in technical and vocational educational programs.

10. Q. **One of the allowable costs items listed in last year's application document was "Programs which train adults and students for all aspects of occupations, in which job openings are projected or available." Doesn't this apply to any expenditures for programs training students in "demand occupations" identified by the region's Quality Workforce Planning Association?**

    A. Yes, programs should be identified in the annual application.

11. Q. **Could you clarify the requirements for using funds for vocational faculty travel?**

A. Travel is authorized for vocational staff development and other program activities for teachers who have been identified as instructors on targeted campuses of courses that serve the highest concentration of individuals who are members of special populations.

12. Q. **One of the itemized allowable costs in last year's application document was, "Administrative costs." Is that available for use in administrative salaries at the local institutions?**

A. Yes, as long as administrative duties are related to technical and vocational programs and do not exceed 5 percent of the total allocation.

13. Q. **Does the annual assessment have to be of all occupational programs approved by the Coordinating Board?**

A. Under the Perkins rules and regulations an annual assessment (self-evaluation) of all Perkins funded programs is required. However, the Coordinating Board has the authority to require that the entire technical vocational education program be evaluated. This item will be on the agenda of the October, 1992 Board Meeting.

14. Q. **To what extent can the PSI modify the state standards and measures?**

A. The Committee of Practitioners will review, evaluate and modify the state standards and measures over the next three years. Any institution that needs to modify any standards and measures may appeal to the Committee of Practitioners or ask for technical assistance from the CTC Instructional Programs Director.

15. Q. **May an institution purchase equipment to improve a program that has the highest concentration of members of special populations and/or for a program designed to improve the participation rate of members of special populations?**

A. Yes, if the institution has satisfied the requirement of Section 235 of the act ,for example, the institution has provided for full participation and equal access for all special populations to the program . All members of special populations must have been afforded the necessary "supplementary services" to succeed in the program.

16. Q. **May equipment be purchased for a learning resource laboratory that is used by technical and vocational and non-technical and vocational students?**

A. Yes. However, the cost associated with the use by non-vocational students must be paid for with non-vocational funds.

17. Q. **May an institution target a program or site for program improvement that has a participation rate of members of special populations that is below the "cut-off" point if the program is designed to improve the participation rate of members of special populations?**

A. Yes. However, it is expected that the participation rate of members of special populations will increase and justify the funding for the program. Should that not be the case, an audit exception could occur.

18. Q. **Must a public hearing be held each year regarding the Annual Application?**

A. Not if the first hearing provided for full participation (input from each special population category) of the special populations in the development of the institution's technical and vocational programs and the three-year application.

20. Q. **Should the form "Program Description," in Section III, be completed in the Annual Application for programs where only services (guidance counseling and/or supplementary services) are provided to students enrolled in the program?**

A. No. This form is to be completed only for programs that are targeted for program improvement activities such as equipment, curriculum development, etc.

21. Q. **When can an institution begin spending their allocation?**

A. The institution can expend funds when they have received the Notice Of Award.

22. Q. **Can Perkins funds be used for advisory committee activities?**

A. When the primary purpose of the meeting is the dissemination of technical information, costs are allowable for transportation, rental of facilities and other incidental items.

23. Q. **Can textbooks be bought for students with Perkins funds?**

A. Yes, provided the students need the books for a class and they are economically disadvantaged. The Coordinating Board recommends that institutions develop a textbook lending library.

24. Q. **Can students who have defaulted on a state or federal loan receive Perkins assistance?**

A. Default status applies to institutions, not individuals.

25. Q. **What conditions must be met by the institution in regards to day care service?**

A. As stated in 34 CFR 76.684, the use of program funds to provide any day care service shall comply with the requirements in 45 CFR Part 71.

26. Q. **Can grant funds be used if the requisition is dated prior to June 30, but the purchase order is dated after June 30?**

A. Purchase orders for services outside the institution dated by June 30 and encumbrances within the institution dated by June 30 are allowable for reimbursement past the June 30 deadline.

27. Q. **To whom does the Tech-Prep director answer when administering the Tech-Prep program?**

A. See memo of June 23, 1992, Section B, page 39-42.

28. Q. **What is the best way for the Tech-Prep education program to handle monies going to the independent school districts?**

A. See memo of June 23, 1992, Section B, page 39-42.

APPENDIX G.
DEFINITIONS

Definitions

Academically/Educationally Disadvantaged: An individual who scores at or below the 25th percentile on a standardized achievement or aptitude test, whose secondary school grades are below 2.0 on a 4.0 scale (on which the grade "A" equals 4.0), or who fails to attain minimum academic competencies. The definition does not include individuals with learning disabilities.

Administration: Persons who manage, direct, and supervise the district-wide instructional program, and improve the quality of instruction and the curriculum.

Aides: Aides' salaries which can be identified as being directly related to the assistance of instructors with the instruction of pupils in a learning situation.

Articulation Plan: A plan developed cooperatively between a secondary school district and a postsecondary institution. The plan ensures the coordination of secondary and postsecondary (two-year) occupational training to eliminate unnecessary duplication of course work and streamline the educational process.

Career Guidance, Vocational Counseling and Placement: Those programs which (1) pertain to the body of subject matter and related techniques and methods organized for the development in individuals of career awareness, career planning, career decision making, placement skills, and knowledge and understanding of local, state, and national occupational, educational, and labor market needs, trends, and opportunities and (2) assist individuals in making and implementing informed educational and occupational choices.

Compliance Monitoring Visit: An on-site visit by Coordinating Board staff to determine the degree of compliance with the assurances made in the district's annual technical and vocational application.

Cooperative Education: A method of instruction of technical and vocational education for individuals who, through written cooperative arrangements between the school and employers (training sponsors), receive instruction, including required academic courses and related technical and vocational instruction by alternation of study in school with a job in any occupational field; the two experiences must be planned and supervised by the school and employers (training sponsors) so that each contributes to the student's education and employability.

Cooperative Training Plan: A written cooperative agreement between the school and the employer (training sponsor) for each student enrolled in a cooperative education course. The training plan shall ensure that each student will receive both on-the-job and related instruction covering the required essential elements for the specific occupation involved. In cases where no approved essential elements are available, the appropriate training elements must be identified cooperatively by the school and the employer (training sponsor).

Definitions (cont.)

Community-based Organization: Any such organization of demonstrated effectiveness described in section 4(5) of the Job Training Partnership Act.

Counselor: An individual who shall be a qualified counselor to provide a comprehensive career development guidance program at all educational levels.

Curriculum Materials: Instructional and related or supportive material, including materials using advanced learning technology, in any occupational field which is designed to strengthen academic foundations and prepare individuals for entry level employment or to upgrade occupational competencies of those previously or presently employed in any occupational field, and appropriate counseling and guidance material.

Disabled: Individuals who are mentally retarded, hard of hearing, deaf, speech or language impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired; other health impaired persons; or persons with specific learning disabilities, and who because of their disabling condition, cannot succeed in the regular technical and vocational education program without special assistance.

Disadvantaged: Refers to individuals (other than individuals with disabilities) who have economic or academic disadvantages and who require special services and assistance to succeed in technical and vocational education programs. This term includes individuals who are members of economically disadvantaged families, migrants, individuals of limited English proficiency, and individuals who are dropouts from or who are identified as potential dropouts from secondary school.

Displaced Homemaker: For the purpose of providing technical and vocational education services and activities under Public Law 101-392, a displaced homemaker is defined as an individual who:
(1) is an adult, (2) has worked as an adult primarily without remuneration to care for the home and family and for that reason has diminished marketable skills, (3) has been dependent on public assistance or on the income of a relative, but is no longer supported by such income, (4) is a parent whose youngest dependent child will become ineligible to receive assistance under the program for aid to families with dependent children under part A of Title IV of the Social Security Act within two years of the parent's application for assistance under this act, or (5) is unemployed or under employed and is experiencing difficulty in obtaining any employment or suitable employment, as appropriate.

Economically Depressed Area: An economically integrated area within the state in which a chronically low level of economic activity or a deteriorating economic base has caused such adverse effects as: (1) a rate of unemployment which has exceeded by 50 percentum or more the average rate of unemployment in the state, or in the nation, for each of the three years preceding the year for which such designation is made or (2) a large concentration of low-income families, the designation of which is approved by the secretary as consistent with the purposes of the act, with these criteria, and with such other criteria as the secretary may prescribe.

Definitions (cont.)

Economically Disadvantaged: A family or individual which the State Board identifies as low income on the basis of uniform methods that are described in the state plan. A PSI must use one or more of the following standards as an indicator of low income: (1) annual income at or below the official poverty line established by the Director of the Office of Management and Budget, (2) eligibility for Aid to Families with Dependent Children or other public assistance programs, (3) receipt of a Pell Grant or comparable state program of need-based financial assistance, (4) eligibility for participation in programs assisted under Title II of the Job Training Partnership Act, and (5) eligibility for benefits under the Food Stamp Act of 1977.

Instructors: Teacher salaries which can be identified as being directly related to the instruction of pupils in a learning situation.

Limited English Proficient: For the purpose of this application, a person with limited-English proficiency (LEP) is a member of a national origin minority who does not speak and understand the English language in an instructional setting well enough to benefit from technical and vocational studies to the same extent as a student whose primary language is English. These persons may include: (1) individuals who were not born in the United States or whose native tongue is a language other than English and (2) individuals who come from environments where a language other than English is dominant and thus have difficulties speaking and understanding instructions in the English language.

Occupationally Specific Course: A course designed to prepare students for employment or additional training in a specific occupation. All cooperative education and pre-employment laboratory courses are considered to be occupationally specific.

Priority Occupations: Priority occupations are those identified by the State Board of Education which have an impact on the Texas economy, require substantial training time, and offer a reasonable expectation of career opportunities and advancement.

Quality Work Force Planning: A partnership established between educators and employers in a region for the purpose of developing a skilled and educated work force to enhance economic development in this state and to compete in a global economy. To achieve this purpose, Quality Work Force Planning Committees will analyze regional job opportunities education and training needs, identify regional priorities for technical and vocational education program offerings, and develop regional plans that address those priorities.

Sequential Course of Study: An integrated series of courses which are directly related to the educational and occupational skills preparation of individuals for jobs, or preparation for post secondary education.

Sex Equity/Gende. Equity: To achieve the goal of gender equity, programs enrolling more than 75 percent of either gender qualify to be targeted for special focus in order to recruit the under-represented gender. Measurement occurs after students are enrolled in a program. Statistics are based on percentages from the previous year.

Definitions (cont.)

Single Parent: An individual who: (1) is unmarried or legally separated from a spouse and (2)(i) has a minor child or children for which the parent has either custody or joint custody or (ii) is pregnant.

Special Populations: Includes individuals with handicaps, educationally and economically disadvantaged (including foster children), individuals of limited-English proficiency, individuals who participate in programs designed to eliminate sex bias, and individuals in correctional institutions.

Sunset Review: A mandated evaluation, normally on a five-year cycle, of a district's technical and vocational offerings to determine quality and effectiveness.

Supplementary Services: Curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices.

Support Services: Assists students who are economically disadvantaged, students of limited English proficiency, and disabled students to succeed in technical and vocational education. These services include counseling, English-language instruction, child care, and special aids.

Technical Education: All postsecondary programs and courses previously approved by the Coordinating Board as technical and vocational programs and courses.

Tech-Prep Associate Degree Program: A combined secondary and postsecondary program which leads to an associate degree or two-year certificate; provides technical preparation in at least one field of engineering technology, applied science, mechanical, industrial, or practical art or trade, or agriculture, health, or business; builds student competence in mathematics, science, and communications (including applied academics) through a sequential course of study; and leads to placement in employment.

"2 + 2" Programs: Organized competency-based, articulated programs, beginning in grade 11 of high school and continuing through two years of postsecondary education, that link secondary and postsecondary courses for specific occupations. Development of the programs should utilize input from secondary schools, postsecondary institutions, business, industry, the Coordinating Board, and the Texas Education Agency. Development of systems to evaluate and upgrade the program, monitor all students from grade 11 through completion, and compile follow-up information on leavers, completers, job placements, and employer satisfaction is also a part of the program.

Definitions (cont.)

Technical and Vocational Education: Organized education programs offering a sequence of courses which are directly related to the preparation of individuals in paid or unpaid employment in current of emerging occupations requiring other than a baccalaureate or advanced degree. Such programs shall include competency-based learning which contributes to an individual's academic knowledge, higher-order reasoning, and problem-solving skills, work attitudes, general employability skills and the occupations-specific skills necessary for economic independence as a productive and contributing member of society. Such term also includes applied technology education.

Vocational Special Populations Coordinator: Salaries for a qualified counselor or teacher to ensure that individuals who are members of special populations are receiving adequate career development guidance and job skill training.

Work-Study Program: A special school program designed to provide financial assistance through part-time employment in nonprofit agencies for students who require such aid in order to enter or continue their education and training in a technical and vocational education program. The employment portion of cooperative technical and vocational education programs does not qualify as
work study. Technical and vocational funds may be used to partially compensate eligible work study students.

Additional definitions are contained in Section 521 of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990.

APPENDIX H:
THE BATTIN CLINIC, INC.
LIST OF TESTS USED TO DETERMINE LEARNING DISABILITIES AND PERSONALITY ASSESSMENT

THE BATTIN CLINIC, INC.

Clinical Psychology • Speech Pathology • Audiology

4545 Post Oak Place • 713-621-3272 • Houston, Texas 77027-3125
18227 Upper Bay Road • 713-333-4346 • Nassau Bay, Texas 77058-3512

R. Rex Battin, Ph.D.
Director
Emily O. Slotter, Ph.D.
Consultant

LIST OF TESTS USED TO DETERMINE LEARNING DISABILITIES AND PERSONALITY ASSESSMENT

1. Audiological Assessment

2. WAIS-R Test
   a) verbal scale
   b) performance scale
   c) full scale
   d) high/low split

3. Factor Analysis Test
   a) verbal comprehension
   b) memory
   c) perceptual organization

4. Raven Progressive Matrices
5. Bender-Gestalt Test

6. Woodcock-Johnson Test
   a) letter-word identification
   b) passage comprehension
   c) broad reading
   d) calculation
   e) applied problems
   f) broad math
   g) dictation
   h) writing sample
   i) broad written language

7. Wechsler Memory Scale-R
   a) verbal memory
   b) visual memory
   c) general memory
   d) attention - concentration
   e) delayed recall

8. MMPI-2

9. Tracor Visual Screen

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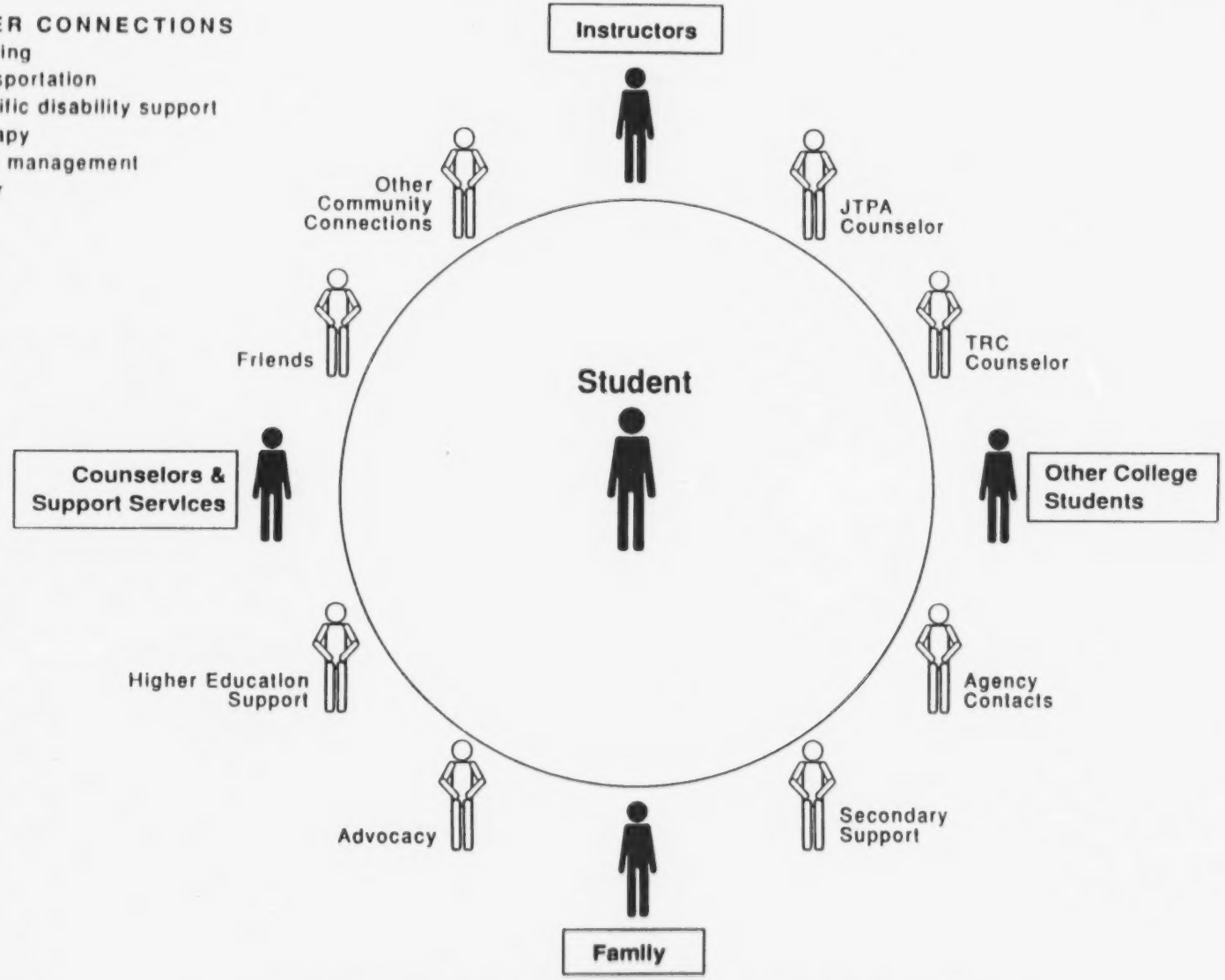
APPENDIX L:
ADULTS WITH PSYCHIATRIC DISABILITIES ON CAMPUS

APPENDIX I:
HCCS CIRCLE OF CHOICES FOR SUPPORTED EDUCATION
PROJECT SOAR

OTHER CONNECTIONS

- Housing
- Transportation
- Specific disability support
- Therapy
- Case management
- Other



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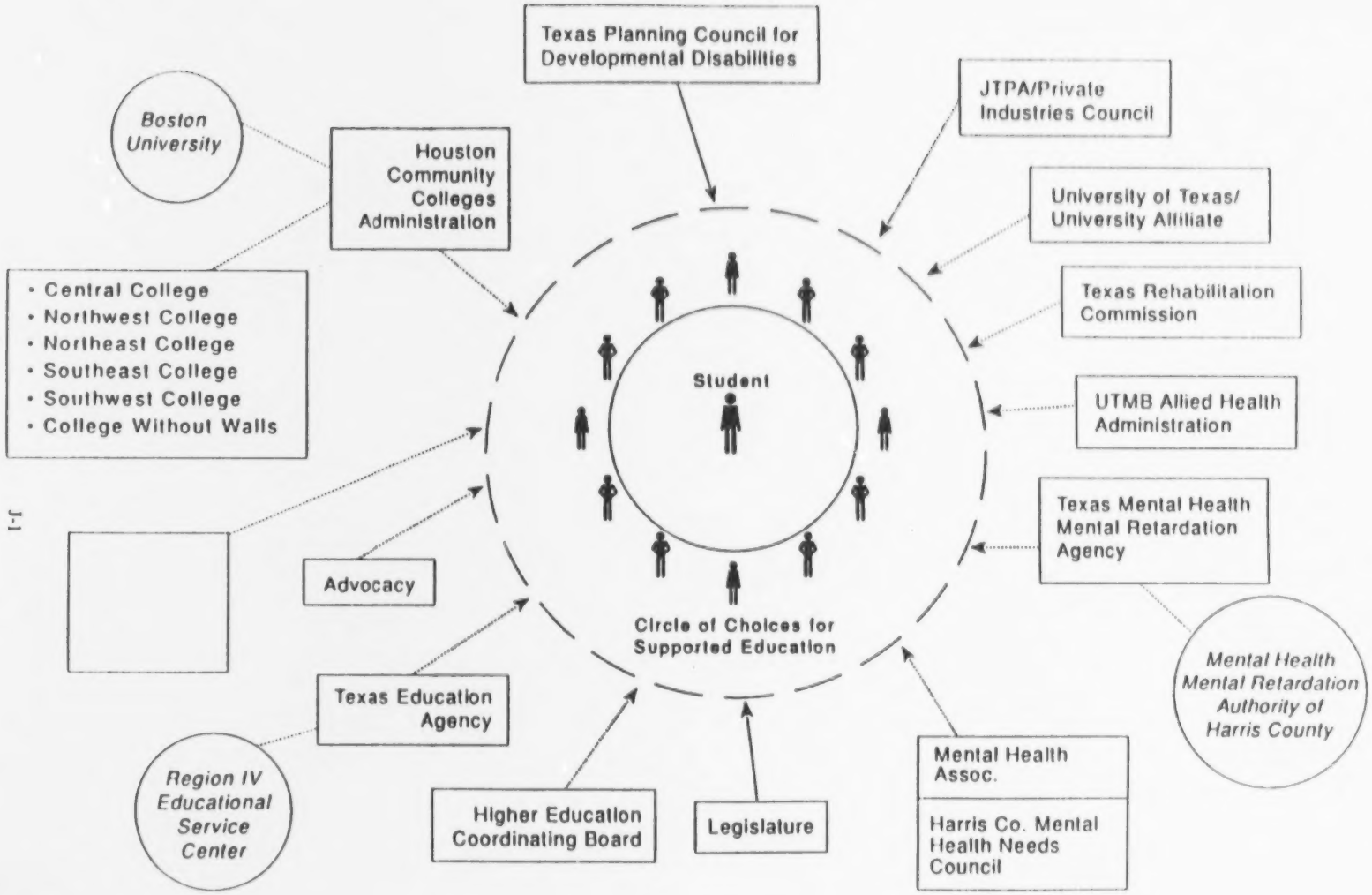
HCCS Circle of Choices for Supported Education

Project SOAR

Office of Transition and Inclusion for Students with Disabilities

APPENDIX J:
HCCS COMMUNITY SUPPORT CIRCLE
PROJECT SOAR



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HCCS Community Support Circle

Project SOAR

Office of Transition and Inclusion for Students with Disabilities

APPENDIX K:
ADA AUDIT, TRANSITION PLAN, AND POLICY STATEMENT FOR HIGHER EDUCATION

COMPLIANCE REQUIREMENTS AND DEADLINES

ADA

Audit, Transition Plan, and Policy Statement for Higher Education

Compliance Requirements and Deadlines

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American Association of Community Colleges

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LIABILITY NOTICE AND CAVEAT

Substantial liability may result from conduct found violative of the Americans with Disabilities Act (ADA). This publication is intended by ACCT, AACC, and the authors to provide accurate and authoritative information on the subject matter covered, but is not intended to convey legal advice. Since this is a complicated and rapidly changing subject and the relevant agencies are still in the process of providing guidance on many issues, readers are urged to consult with qualified legal counsel before applying the legal principles discussed to specific situations.

ACCT and AACC suggest that if you have any questions concerning the material contained in this publication or concerning ADA compliance that you direct all questions to Ira Michael Shepard and Robert L. Duston at (202) 333-8800 or write them at the law firm address, Schmeltzer, Aptaker & Shepard, P.C., 2600 Virginia Avenue, N.W., Suite 1000, Washington, DC 20037-1905.

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DEADLINES

The Americans with Disabilities Act, PL 101-336, is an important new federal law that will have a major impact on higher education.

- **THE ADA REQUIRES THAT ALL PUBLIC ENTITIES, INCLUDING ALL PUBLIC COLLEGES AND UNIVERSITIES, CONDUCT AN ADA AUDIT OF EVERY ACTIVITY, PROGRAM, OR SERVICE OF THE INSTITUTION BY JANUARY 26, 1993.**

- This will entail an audit of employment, academic services and criteria, student services, and every facility. Public colleges were required to have identified structural barriers that must be removed in a transition plan published by July 26, 1992, and must complete all structural projects by January 1995. If you have missed the July 26, 1992 deadline, the audit workbook will enable you to correct this oversight.

In response to the requests of their members for help with the mandatory ADA audit, ACCT and AACC have developed two new publications.

- This publication, *Compliance Requirements and Deadlines*, summarizes the policy implications of ADA compliance, the basic requirements of the law, and the key deadlines that must be met.

- THE SECOND PUBLICATION IS A COMPREHENSIVE *MANUAL AND WORKBOOK*, AVAILABLE OCTOBER 15, 1992, WHICH GOES STEP BY STEP THROUGH THE ADA'S REQUIRED SELF-EVALUATION/AUDIT PROCESS WITH EXTENSIVE FORMS AND CHECKLISTS IN A WORKBOOK FORMAT THAT WILL ALLOW THE USER TO PERFORM THE FEDERALLY MANDATED AUDIT BY JANUARY 26, 1993.

These two publications are designed to assist community colleges, public and private, and other institutions of higher education, in complying with the ADA.

ACCT and AACC suggest that all compliance or other legal questions that arise as a result of reading this publication be directed to Ira Michael Shepard or Robert L. Duston at (202) 333-8800 or write to them at the law firm address, Schmeltzer, Aptaker & Shepard, P.C., 2600 Virginia Avenue, N.W., Suite 1000, Washington, DC 20037.

POLICY IMPLICATIONS OF ADA COMPLIANCE

It is unlikely that any community college trustee, university regent, president, chancellor, or other senior administrator is unaware of the Americans with Disabilities Act (ADA). The nationwide publicity surrounding the passage and recent effective dates of the ADA is greater than any federal civil rights law since 1964. One common misconception is that the ADA will have little effect on higher education institutions that have been subject to Section 503 or 504 of the Rehabilitation Act of 1973. Any institution that believes this to be true, and is taking few steps to respond to the ADA, will be in for a rude surprise if the institution is challenged, let alone sued.

The ADA and Section 504 have significant differences, and many institutions have fallen short of compliance with the existing 504 requirements.

The passage of the Americans with Disabilities Act on July 26, 1990 was viewed by persons with disabilities as their civil rights law. Advocates claim that at least 43 million individuals in the United States have a disability. (In fact, the number of individuals who fall under the ADA's definition of "disability" may be even higher.)

Congress intended to effect sweeping changes in the attitudes and practices of American businesses and state and local government agencies. The ADA takes a multi-step approach to removing barriers to employment and services for persons with disabilities, including:

- Prohibitions regarding employment that are designed to decrease the high rate of unemployment among persons with disabilities and remove qualified individuals from welfare rolls
- Requirements for accessibility of goods and services that will bring persons with disabilities into the marketplace
- Requirements on transportation that will make it easier for persons with various disabilities to get to and from jobs, schools, stores, public facilities, and services
- Changes in telephone communication to remove barriers for persons with hearing impairments
- Requirements for access in new construction and alterations that, over time, will result in an increasingly barrier-free environment

The broad reach of the ADA is seen in the multitude of agencies who have regulatory responsibilities under the ADA, including the U.S. Department of Justice (DOJ), the U.S. Department of Education (DOEd), the Equal Employment Opportunity Commission (EEOC), the Federal Communications Commission (FCC), and the U.S. Department of Transportation (DOT). The ADA builds on the passage of the Fair Housing Act Amendment of 1988, enforced by the Department of Housing and Urban Development (HUD).[1]

WHY COMMUNITY COLLEGES SHOULD CARE ABOUT ADA COMPLIANCE

ADA compliance should be an institutional priority of community colleges, as well as four-year colleges and universities, as a matter of principle and of practical economics.

Obligation to the Community

Community colleges have long recognized their obligations to their local communities and the

[1] A Note on Terminology: Congress incorporated into the ADA the phrase "persons (or individuals) with disabilities" as the term preferred by the protected class. The term "handicapped" is no longer favored due to stereotypes and the allegedly patronizing linguistic origins of the term. "Disabled persons" is also less favored because it emphasizes disability instead of "person." Many organizations have prepared lists of other terms that are considered acceptable, e.g., "wheelchair user" rather than "person confined to a weelchair."

need to make higher education accessible to persons from all walks of life, and their mission statements reflect these beliefs. Many four-year colleges and universities have modified their mission statements along similar lines. The role of community colleges in providing access to education is evident in the establishment of off-campus programs, affirmative action programs for minorities, curriculum diversity, and outreach to older students, foreign-born students, working students, commuter students, and others. Access to higher education has also focused on access to the economically disadvantaged.

Many community colleges, as well as four-year colleges and universities, prompted by the Rehabilitation Act, included the term "handicapped" as part of their non-discrimination and institutional outreach efforts. Far fewer institutions, however, have gone beyond aspirational statements to incorporate the literal meaning of "access" into all of the services offered by colleges. For example, how many colleges:

- . Make sporting events and fine and performing arts physically accessible to persons with mobility impairments in equal seating, without segregation from friends; eliminate communication barriers; and make these events accessible to persons with hearing impairments through the use of interpreters or assistive listening devices?

- Are prepared to make all written materials (from a commencement program to copies of research reports distributed to the public) available in alternative formats (e.g., braille, tape, disk) to persons with visual disabilities?

- Provide employment opportunities, extra training, and modifications in tests for employment or advancement to individuals with learning disabilities?

- Ensure non-discrimination by and access in the activities of all clubs and organizations that receive sponsorship or recognition by the institution?

Institutions dedicated to improving "access" to higher education should place the same emphasis on physical barriers, communication barriers, and attitudinal barriers towards persons with disabilities as they do on other types of barriers, such as economic barriers.

Access as a National Priority

The ADA makes access to higher education a national priority. All public colleges and universities are covered under Title II of the ADA. Private institutions of higher education are covered under Title III as places of public accommodation. The expressed intent of Congress was to ensure that higher education was accessible to all individuals with disabilities regardless of size, non-profit status, or receipt of federal or public funds. Any gaps in the coverage of the Rehabilitation Act of 1973 that were not filled by the Civil Rights Restoration Act of 1988 were eliminated in the ADA.

The passage of the ADA is a recognition of the federal government's commitment to access as a priority. The broad bipartisan support behind the ADA and the enforcement efforts of the agencies ensure that the ADA will not be merely a symbolic law.

Role as a Community Leader

Community colleges are viewed as leaders in the community. With this recognition comes

a responsibility to take a leadership role. Many disability advocates recognize that colleges and universities are the places where community values are developed or refined and where future generations are likely to form their impressions regarding treatment of persons with disabilities. These and other advocates focus on the critical role of institutions in training teachers of students with disabilities. Just as women and minorities pushed for changes in institutional awareness, forcing institutions to be leaders in diversity and non-discrimination on the basis of race, sex, and religion, many advocates are asking higher education to take the same lead on disability.

Colleges as Targets

The role of higher education institutions as community leaders also makes them targets for litigation. Some disability advocates have publicly expressed frustration at the lack of compliance with the Rehabilitation Act by higher education institutions. The ADA is viewed by these groups as a powerful new tool. There will be many test cases and attempts to make examples out of employers and businesses. Some advocates have openly said they intend to aggressively file complaints against or sue colleges and universities who fail to comply with the ADA and to make them examples.

Heightened Awareness by Students of Their Rights

A new type of student is entering postsecondary education -- students with disabilities who grew up with the protections of various federal laws (such as the Education of All Handicapped Children Act) and whose parents have learned how to use the legal system to ensure access to education for their children. The impact of this change can be seen in the increase in litigation under the Rehabilitation Act during the last four years.

Increased Risk of Litigation

The Rehabilitation Act was seen by many persons with disabilities as an inefficient tool because of the substantial confusion over its coverage and remedies, which was not clarified until 1988. There is no such confusion under the ADA, which provides for:

- A private right of action by job applicants, employees, students, and any member of the public that is denied access to the services of a college;
- Plaintiff's attorneys' fees. Successful employees and private litigants enforcing the public accommodations and program access provisions can recover their attorneys' fees and costs;
- Limited or no need for exhaustion of administrative remedies. Students and members of the public can sue without filing a complaint with the DOJ or DOEd. Rejected applicants and employees who wish to sue under Title I must file charges with the EEOC, but will usually be able to obtain permission to sue if they do not wish to wait for an EEOC investigation. Employees may be able to bypass these requirements in a Title II suit against a public college.

The EEOC has estimated that 10,000 to 12,000 disability discrimination charges will be filed between July 26, 1992 and July 26, 1993. During the first six months after Titles II and III went

into effect (January 26, 1992), almost 1,000 complaints were filed with the DOJ.

Damages and Penalties

- Successful applicants or employees can recover up to $300,000 in compensatory and punitive damages in addition to back pay, reinstatement, injunctive relief, and attorneys' fees. There are several proposals pending in Congress to lift this cap.

- If the Department of Justice elects to sue a private school acting on a Title III complaint, the civil penalties could be up to $50,000 for a first violation and $100,000 for a second violation. Public entities are subject to injunctive relief, make-whole remedies, and attorneys' fees.

- Recent interpretations of Section 504 of the Rehabilitation Act of 1973 have dramatically expanded the remedies available to include unlimited, uncapped compensatory damages, including damages for emotional distress, in suits by employees, students, and others. Section 504 claims will be routinely added to ADA claims to obtain these damages, which are greater than those available under the ADA. Plaintiffs will argue that the same remedies are available in ADA Title II suits, through incorporation of Section 504 remedies. If this argument is correct, employees and students can recover unlimited monetary damages in ADA lawsuits!

Jury Trials

All plaintiffs in ADA employment cases will be able to have their cases decided by a jury instead of a judge. While it is unclear whether juries are available in claims under Title II or III by students, students will argue that juries should decide their pendent Section 504 and ADA Title II claims based upon recent court decisions.

Because This Law Will Be Enforced

The ADA is rejuvenating some agencies and giving strong new powers to others. The EEOC will take a lead in enforcing the ADA's employment provisions. The current chairman of the EEOC uses a wheelchair, and several senior EEOC staff attorneys have disabilities. This agency takes its enforcement efforts seriously. The Office of Civil Rights of the U.S. Department of Justice will be coordinating compliance nationwide with local U.S. attorneys and with the Department of Education. Congress and organizations such as the President's Commission on Employment of Persons with Disabilities and the National Council on Disability are regularly monitoring enforcement and compliance efforts.

Heightened Awareness of Other Disability Laws

Many advocacy organizations are conducting training of their members and other interested individuals in their rights under the ADA and other laws, such as state laws that provide greater damages than the ADA. The ADA has also drawn renewed attention to Section 504 of the Rehabilitation Act, which, coincidentally, has been recently interpreted by some courts as

providing some damages that are greater than the ADA.

Effect on Institutional Resources

Community colleges and other institutions of higher education will have to spend money to comply with the ADA, including money to conduct self-evaluations, provide reasonable accommodations to employees and auxiliary aids and services to remove communication barriers, and make structural changes to provide program accessibility. The ADA will also affect budgets for capital improvements as a result of the new construction and alterations provisions. There are dozens of possible costs under the ADA, including the costs of litigation and damages. Appropriate resources must be budgeted and allocated in a way that can provide the greatest accessibility with limited funds.

Compliance Can Save Money

By providing appropriate accommodations, institutions can avoid expensive litigation costs. In new construction and alterations, it will usually be cheaper to incorporate accessibility features than to retrofit facilities at a later date if they are found to be non-compliant. Making compliance a priority and exercising good faith in allocating institutional resources is the best possible defense to an ADA claim.

Heightened Public Awareness Means the ADA Cannot Be Ignored

The ADA has been and will continue to be a highly visible, well-publicized law. Community colleges, four-year colleges, and universities are already seeing an increase in disabled applicants and students demanding accommodations, as well as an increased number of job applicants and employees with disabilities asserting their rights.

The ADA is not going to go away. Twenty-five years after its passage, the Civil Rights Act of 1964 continues to have an impact on college personnel practices; it is now being used in the areas of sexual harassment, pattern and practice discrimination, and challenges to glass ceilings. All of the issues that have arisen in the past 25 years under Title VII will be seen in the next five to 10 years under the ADA.

MAKING ADA COMPLIANCE AN INSTITUTIONAL POLICY

The Americans with Disabilities Act will affect every department and operation of every community college, four-year college, and university. The operations and services affected include:

- Human resources and personnel officers who handle employment and employee benefits issues
- Every department and program head or other individual involved in interviewing applicants for employment
- Every supervisor or manager that has a role in recommending or executing decisions on hiring, training, discipline, or discharge of employees
- All faculty members involved in hiring faculty or making tenure decisions

- Every faculty member (including full-time, part-time, and adjunct faculty) who may have to respond to requests for accommodations involving students
- Admissions offices who apply academic criteria to students with disabilities
- Every department that may have to address requests for accommodations by students with disabilities
- Every department or program that offers services to students and the general public and may have to arrange for accommodations
- The individuals responsible for overseeing activities of clubs and organizations
- Physical plant administrators involved in design, construction, alteration, or maintenance of facilities
- Development offices or foundations that handle endowments or investment in commercial property
- The athletic department, fine and performing arts department, and every department that puts on games, shows, performances, lectures, or programs for the public
- In-house or outside counsel who need to advise the institution on ADA complaints
- Every individual involved in the leasing of space by the institution in which to run programs or the leasing out of campus space to other vendors (e.g., banks or cafeterias)
- Business and financial officers who must budget for compliance or certify costs as an undue burden
- Affirmative action/EEO officers or disabled student coordinators who will be the focal point of student complaints
- Top administrators who need to know enough to coordinate and delegate compliance

No one department or person can handle institutionwide compliance. Nor will any single person, other than the president or chancellor, usually have the authority to do what may be required to ensure institutional compliance with the ADA.

ADA COMPLIANCE WILL ONLY BE ACHIEVED IF IT BECOMES AN INSTITUTIONAL PRIORITY WITH SUPPORT AND ENCOURAGEMENT FROM THE TRUSTEES AND DIRECTION, COORDINATION, AND SUPPORT FROM SENIOR ADMINISTRATORS. It will ultimately be the president or chancellor who will have to decide such issues as budget allocations and settlements. They should be the ones initiating and directing the process, not the last ones to be consulted.

A SUMMARY OF ADA COMPLIANCE REQUIREMENTS AND DEADLINES

Background

Who Does the Law Apply to?

- Every public institution of higher education is covered by Title II of the ADA for all of its programs and activities, regardless of whether the program or activity receives federal funds, effective January 26, 1992.

- The employment provisions of Title I applied to all employers (public and private) of 25 or more employees effective July 26, 1992.

- The employment provisions reach supervisors and other persons who act as "agents" of an employer, in addition to the employer. What this means is that supervisors or managers can be sued individually if they discriminate against applicants or employees in violation of the ADA.

- All private colleges and universities are covered by Title III of the law, which prohibits discrimination against the disabled in "places of public accommodation" and requires the removal of structural barriers to accessibility if the removal can be easily accomplished without much difficulty or expense. There are no exceptions based upon size -- every private institution of higher education is considered a "place of public accommodation."

- Religious institutions are covered under the law. However, there is a limited exception allowing religious entities to give preference in employment to members of their own religion. All other requirements are the same.

- The law also applies to every private person, business, or entity that owns, leases, leases to, or operates a place of public accommodation. This law would reach private higher educational institutions and the private, non-profit foundations, trusts, or endorsements affiliated with public institutions that are "commercial landlords" of facilities that contain public accommodations, such as buildings that contain retail stores or restaurants, hotels, health clubs, law or medical offices, and many other types of businesses.

- Every college and university, public or private, is covered by parts of the law that establish a new federal "building code." This code will govern new construction and the alteration of existing facilities, even if no federal funds are used.

Isn't the ADA Simply a Duplication of the Rehabilitation Act for Most Colleges and Universities?

No! The ADA imposes a number of different requirements, especially for public institutions.

Here are a few of them:

- THE ADA IMPOSES NEW OR MORE DETAILED REQUIREMENTS ON MANY PUBLIC COLLEGES AND UNIVERSITIES REGARDING MONITORING OF COMPLIANCE, COMPLAINT PROCEDURES, AND OTHER ADMINISTRATIVE RULES, INCLUDING THE MANDATORY NEW SELF-EVALUATION REQUIRED OF ALL PROGRAMS, AND SERVICES OF PUBLIC INSTITUTIONS (INCLUDING EMPLOYMENT) BY JANUARY 26, 1993.

- The requirements for new construction and alterations are different than most existing building codes and guidelines, and they reach all new structures, not just classrooms and offices, and all alterations.

- The employment provisions are more detailed than under Section 504. In many cases the requirements are broader than the 504 regulations regarding essential functions of jobs, reasonable accommodations, and the requirements for non-discrimination in the provision of employee benefits. For example, under the ADA employers must consider transferring newly disabled employees to other open positions; this consideration was not required under the Rehabilitation Act.

- There are new requirements for providing auxiliary aids to enable hearing- and vision-impaired persons to participate in all activities, not just classes. There are also extensive requirements regarding providing Telecommunication Devices for the Deaf (TDDs) and signage.

- The impact on colleges as landlords is unique to the ADA.

Who Is Protected by the ADA?

Every person is covered who either has, used to have, or is treated as having a physical or mental disability.

Persons with Disabilities

The law protects any person with a "physical or mental impairment" that "substantially limits one or more major life activity." This definition, which is taken from the Rehabilitation Act, includes:

- Persons with mobility impairments, such as those who suffer from paralysis or use wheelchairs, crutches, or walkers;

- Persons who have lost one or more limbs;

- Persons who are blind or have vision impairments;

- Persons who are deaf or are hearing impaired;

- Persons who have mental or psychological disorders, including mental retardation, emotional and mental illness, and learning disabilities;
- Persons with one of a hundred or more difficult psychological disorders, including depression and post- traumatic stress syndrome;
- Persons with cosmetic disfigurements, such as burn victims;
- Persons with serious contagious and non-contagious diseases, including AIDS, AIDS-related complex, epilepsy, cancer, and tuberculosis. A person who tests HIV positive may be covered without any other symptoms.

Record of Impairment

Persons with a record of an impairment are protected. This would include anybody with a history of a disability, such as individuals who have undergone psychiatric counseling or someone who has a history of cancer that is in remission.

Regarded as Disabled

The ADA applies to and protects persons whom you consider to be "disabled," even if they do not meet the statutory definition. This would include, for example, an individual who has an impairment that an employer erroneously perceives as substantially limiting; an individual with an impairment that is only substantially limiting because of the attitudes of others, e.g., an employer that discriminates against a burn victim because of potentially negative reactions of others; or an individual with no impairment that is erroneously regarded as having an impairment.

The inclusion of coverage for persons "regarded as" disabled means that if an employer rejects an applicant because he or she has a physical or mental condition, this may be enough to bring this person within the definition of "disability."

Association

The ADA protects persons who have a known association or relationship with a disabled individual. For example, an employer cannot fire an employee or refuse to hire an applicant because he or she is dating someone with AIDS or has a parent or child with a serious illness. This protection is not found in the Rehabilitation Act.

Alcoholics and Drug Addicts

Drug addicts or persons who have suffered from drug addiction in the past are protected, but not if they are currently using illegal drugs.

Persons suffering from alcoholism are also protected, but can be required to conform to the same standards as other employees.

The ADA's provisions regarding drugs and alcohol are somewhat different from the Rehabilitation Act's. The Rehabilitation Act was amended by the ADA to bring these statutes into conformance on drug and alcohol issues.

Employment

What Does the Law Require Employers to Do?

The ADA imposes many requirements on employers. This is just a sample:

- Employers cannot discriminate in hiring, review, promotion, demotion, discharge, or other aspects of employment against any applicant or employee with a disability on the basis of that person's disability if the person is qualified and able to perform the "essential functions" of the job with "reasonable accommodation."

- The rules against non-discrimination require employers to provide all disabled employees with equal or equivalent access to all benefits of the employment in an integrated setting that would be available to a similarly situated employee, unless doing so would be an "undue hardship." Benefits of employment could include cafeterias, employee lounges or smoking areas, company cars, drinking fountains, and bathrooms.

- Employers can discriminate if there is a "substantial probability" that a person's disability would pose a "significant risk" to the health and safety of others. This decision cannot be based on assumptions, stereotypes, or past experience.

- Employers cannot refuse to hire someone simply because it might cause their workers' compensation or health insurance rates to increase, and in most cases cannot refuse to provide at least some insurance to disabled employees if insurance is provided to other employees.

- There is an affirmative obligation to provide "reasonable accommodations" to disabled applicants or employees unless it would be an "undue hardship." Examples of reasonable accommodations include:

  - modifying facilities, entrances, or work stations to make them accessible;

  - restructuring a job to transfer "non-essential" functions that the disabled person cannot perform to other employees;

  - providing special equipment, modifying equipment, or providing qualified readers and interpreters;

  - reassigning a current employee who becomes disabled and can no longer perform his or her job to a vacant position for which the individual is qualified. The Rehabilitation Act was not usually interpreted to require transfers as a reasonable accommodation.

- An employer that fails or refuses to reasonably accommodate an applicant or employee violates the law unless the employer can show that reasonable accommodations were considered, but rejected because the accommodations were an undue hardship.

- The term "undue hardship" is vaguely defined as "an action requiring significant

difficulty and expense." There are no simple tests. The resources of the facility and its parent are taken into account. Thus, hardship will be based upon the institution's (or possibly the system's) budget, not the department's budget.

- An employment questionnaire inquiring into an applicant's past disabilities is probably prohibited under the disabilities law unless the question is part of a medical examination made after a conditional offer of employment. Otherwise, the inquiries must relate directly to the applicant's ability to perform the essential functions of the job.

What Are Some of the Other Implications of the Employment Provisions?

- Employers negotiating collective bargaining agreements may be challenged in future cases for not considering the ADA and modifying their contracts or raising these issues in collective bargaining negotiations.

- Employers should seriously consider redrafting job descriptions for every position, which is a time-consuming process. Employers should also consider segregating medical information from personnel files.

- All medical exams, medical questionnaires, and drug testing programs should be reviewed. Many will have to be changed in order to comply with the ADA.

- Health benefits, life insurance, disability, leave, attendance, and other policies and benefit plans could be affected.

- Many common hiring practices, such as refusing to hire persons who have filed workers' compensation claims, who are at risk for future injury, or who have a record of past drug or alcohol abuse, may be affected by the ADA.

- An argument can be made that an employer that rejects a job applicant who was fired from a prior job due to alcohol-related performance problems may be violating the ADA if the applicant can show he or she is now able to do the job.

- Employers need to learn the new rules, change their policies, revise their pre-employment forms and procedures, and train their supervisors. Because of the two-year phase-in period between the ADA's enactment and its effective date, ignorance of the law may be no excuse.

Accessibility of Programs, Services, and Facilities

What Does the ADA Require Public Colleges and Universities to Do?

The following are among the obligations imposed by Title II of the ADA on public colleges and universities. Many of the same rules apply to private institutions under Title III or under Section 504.

- Engaging in a new self-evaluation

- Providing notices concerning the ADA
- Designating a responsible employee to coordinate ADA compliance
- Adopting and publishing grievance procedures
- Ensuring that existing facilities are readily accessible to or usable by individuals with disabilities through structural changes in facilities or through other methods that are equally effective, to make services, programs, or activities accessible
- Eliminating eligibility criteria that screen out or tend to screen out individuals with disabilities or any class of individuals with disabilities from fully and equally enjoying any service, program, or activity unless these criteria are shown to be necessary for the provision of the service, program, or activity being offered
- Administering services, programs, and activities in the most integrated setting appropriate to the needs of qualified individuals with disabilities
- Taking appropriate steps to ensure that communications with persons who are disabled are as effective as communications with others, including the furnishing of appropriate auxiliary aids and services

Self-Evaluation -- Notice and Grievance Procedures

THE ADA REQUIRES ALL PUBLIC ENTITIES TO CONDUCT A NEW SELF-EVALUATION/AUDIT BEFORE JANUARY 26, 1993 IN ORDER TO EVALUATE CURRENT POLICIES AND PROCEDURES AND PRACTICES AND TO IDENTIFY AND CORRECT ANY THAT ARE NOT CONSISTENT WITH THE ADA. While this requirement is patterned after Section 504 regulations, DOJ recognizes that most 504 self-evaluations were conducted 14 years ago and that those evaluations may not have covered all of the institution's programs and services, especially those that did not receive federal funds. All public colleges and universities must maintain their ADA self-evaluations and make them available to the public for three years.

- Transition Plan. If the audit reveals that programs cannot be made accessible except through structural renovations (e.g., there is only one theater or basketball court, and it is not accessible to wheelchair users), a transitional plan was to have been prepared by July 26, 1992 identifying those facilities. All items on the transition plan must be completed before January 26, 1995 unless the head of the institution certified that this is an undue burden, considering all of the resources available to the institution.
- Grievance Procedure. An ADA grievance procedure is not simply a good idea; it is required for all public entities. It must cover complaints by employees, students, and any other users of college facilities or services.
- Notices. Public entities must also disseminate information to applicants,

participants, and beneficiaries of their rights and protections under the ADA through handbooks, manuals, and pamphlets distributed to the public, display of posters, or through other means.

- ADA Coordinator(s). Another requirement adopted from Section 504 is the designation of one or more employees responsible for coordination of efforts to carry out responsibilities under the ADA. The designation of this person does not eliminate the requirement that individual employees comply with the non-discrimination rules.

- The Department of Justice is taking the position that these requirements apply to all of the public entity's obligations under the ADA, including employment and new construction as well as program accessibility. If this interpretation is correct, then self-evaluations would have to encompass employment as well as program accessibility, notices would have to be posted or other means utilized to communicate non-discrimination rules to applicants and employees as well as members of the public seeking to use the services of the university, and the institution's ADA compliance officer or officers would have to oversee all aspects of the law.

Program Accessibility and Existing Facilities

The ADA regulations adopt the program accessibility concept in the Section 504 regulations for programs or activities that receive federal assistance or funds (e.g., 28 C.F.R. part 39). Public entities are not required to make each of their existing facilities accessible. This is different from the requirements under Title III of the ADA, which require public accommodations to remove architectural barriers where removal is readily achievable.

However, where a private college or university that is not covered by Section 504 would only have to make services available through alternate methods where it is "readily achievable" to do so, Title II requires public colleges and universities to make their programs accessible in all cases, except where doing so would result in either

- A fundamental alteration in the nature of the program, or

- Undue financial and administrative burdens

This "undue burden" standard is significantly higher than the "readily achievable" standard in Title III. Undue burden is similar to the undue hardship standard in the employment provisions of Title I. Thus, while Title II may not require removal of barriers in some cases where it would be required of private colleges under Title III, the program access requirements will require that public colleges and universities enable individuals with disabilities to participate in and benefit from services, programs, and activities in all but the most unusual cases.

- There is no transition period for non-structural changes, suggesting that they must be made promptly after the self- evaluation. Non-structural changes to make programs accessible might include re-design of equipment, reassignment of services to accessible facilities, and the provision of auxiliary aids and services.

- The determination that compliance would result in a fundamental alteration of services or an undue administrative and financial burden must be made in writing by the head of the public entity, or his or her designee no lower than a department head, having budgetary authority and responsibility for making spending decisions.

- All of the resources available for use in funding the service, program, or activity would be considered. Thus, the fact that a particular department, area, or program of the university does not have sufficient resources in its budget to make particular areas accessible will not be determinative; it is likely that the courts would review the resources of the entire university.

Communication

Public entities must furnish appropriate auxiliary aids and services necessary, and comply with the express choice of members of the public, unless it can demonstrate that another effective means of communication exists, or that the use of the means chosen would fundamentally alter that nature of the service, program, or activity or would impose undue financial or administrative burdens. Public entities may not place a surcharge on an individual with a disability or a group of individuals to cover costs of these measures. Auxiliary aids and services may include:

- Providing qualified interpreters where note pads and written materials are not sufficient to permit effective communication

- Providing reading devices or readers, if necessary, to aid in reviewing public documents or filling out forms

- Providing access to television programing produced by public entities for persons with hearing impairments (such as closed captioning)

Other sections specifically require the use of telecommunication devices for the deaf (TDDs) or equally effective telecommunication systems when communicating with individuals with impaired speech or hearing.

Public entities also must provide information and signage at all inaccessible entrances to direct persons to accessible entrances, and otherwise must inform the public about accessible services, activities, and facilities.

All of these obligations are subject to the "fundamental alteration" and "undue burden" defenses.

Colleges and Universities as Landlords

The requirements of Title III apply to every <u>private</u> person or entity that owns, leases, leases to, or operates a public accommodation. <u>Many community colleges as well as four-year colleges and universities (both public and private) may overlook the fact that they or their affiliated private, non-profit foundations have new obligations as commercial landlords</u> as a result of commercial property they acquired through gifts and trusts. Even if the institution's development office has turned over responsibility to a management company, the college or university may not be

sufficiently insulated from its liability as a landlord. Private, non-profit foundations affiliated with public institutions of higher education and private colleges stand on no different footing than other landlords.

For example, if a community college-affiliated foundation owns commercial office buildings, it is likely that those buildings will contain one or more places of public accommodation (e.g., restaurants, retail stores, offices of lawyers, accountants, doctors, insurance companies). Depending upon the terms of the lease and other factors, the "landlord" may be required under the ADA to make entrances, common areas, parking, and elevators accessible, or to ensure that security guards can communicate with disabled persons. If a private college or a foundation affiliated with a community college directly or indirectly owns or operates a public accommodation (such as a hotel or golf course), it has the same obligations for barrier removal and non-discrimination as any other place of public accommodation. While the management company that handles day-to-day operations is also liable under the ADA, the financial cost for removing structural barriers or providing alternatives could end up with the owner.

New Construction and Alterations

What Is the Effect of the New "Building Code" Imposed by the ADA?

A little-known federal agency (the Architectural and Transportation Barriers Compliance Board or ATBCB), in cooperation with the Department of Justice, has established new standards for making all buildings and facilities "accessible" to persons with disabilities. These new standards are patterned after existing model building codes and the Uniform Federal Accessibility Standard (UFAS) required by Section 504, but there are significant differences. It may be several years before these standards (the ADA Accessibility Guidelines or ADAAG) are incorporated into existing federal and model building codes and local codes. Until then, colleges and universities cannot assume that their architects, engineers, and builders are familiar with and complying with these new standards.

When Do the Requirements Under UFAS or ADAAG Take Effect for Public Colleges and Universities?

Each facility or part of a facility constructed by, on behalf of, or for the use of public entities must be accessible if construction "commences" after January 26, 1992. The Department of Justice says that by "commences" it means that bids were invited after that date, even if the building was already under design.

What Types of Things Are Covered by the ADA Accessibility Guidelines and UFAS?

The guidelines provide architectural and design standards for a large number of physical barriers to the disabled, including:

Parking areas	Bathrooms
Entrances and exits	Signs
Elevators	Stairs

Floors	Aisles
Emergency alarms	Telephones
Dressing and fitting rooms	Windows
Doors	Drinking fountains
Ramps	Sinks
Assembly areas	Built-in seating or tables
Hotel rooms	Restaurants and cafeterias
Check-out aisles	

Why Can't This Be Left to the Architects and Engineers?

The details can be left to your architects, builders, or engineers, but community colleges cannot afford to take the risk that their design and construction companies are familiar with the ADA Accessibility Guidelines and UFAS. The Department of Justice has left it unclear how responsibility will be divided, if at all, among the different entities responsible for the design and construction of new facilities or the alteration of existing facilities. If a college contracts for a building and it is not made accessible, DOJ is likely to place at least some of the cost of retrofitting the facility on the college. If the architect or construction company is out of business, there may be no one else to share this cost.

In addition, these regulations will increase the cost of construction and renovations. That increased cost must be planned for in 1993 budgets.

THE AUDIT MANUAL AND WORKBOOK

The foregoing is only an overview of the ADA for community colleges. It is impossible to cover in one booklet all of the issues raised by the ADA or advise how different compliance problems should be handled. What this summary is designed to do is to get higher education institutions thinking about the effects of the ADA and starting to plan for compliance. The logical starting place is a comprehensive self-evaluation, which is required for all public institutions and recommended for private institutions.

The foregoing materials have been excerpted from the first two chapters of the *ADA Audit, Transition Plan, and Policy Statement for Higher Education: Manual and Workbook*, to be published October 15, 1992, by ACCT and AACC.

Several higher education associations have prepared substantive materials for their members regarding ADA compliance, including *The ADA Compliance Manual for Higher Education: A Guide to Title I* by the College and University Personnel Association (CUPA); a guide to the facilities and new construction requirements, *Removing The Barriers: Accessibility Guidelines and Specifications*, prepared by the American Physical Plant Association (APPA); and *The Guide to Program Access Requirement for Disabled Students*, by the Association of Higher Education Adults with Disabilities (AHEAD). Each of these separate manuals, and other materials being provided by different higher education associations, are addressed to applications and interpretations of the

substantive rules identified in the preceding sections. THE ACCT/AACC *ADA AUDIT MANUAL AND WORKBOOK* DOES NOT DUPLICATE THESE PUBLICATIONS. IT IS THE SUPPLEMENT THAT EVERY COMMUNITY COLLEGE, FOUR-YEAR COLLEGE, AND UNIVERSITY NEEDS TO COORDINATE A VARIETY OF AREAS, CONDUCT ITS AUDIT, AND PREPARE TRANSITION PLANS AND POLICY STATEMENTS.

THE FOCUS OF THE ACCT/AACC *ADA AUDIT MANUAL AND WORKBOOK* IS ON THE SELF-EVALUATION THAT PUBLIC INSTITUTIONS MUST COMPLETE BY JANUARY 26, 1993, THE TRANSITION PLAN THAT MUST BE COMPLETED FOR FACILITIES AND SIMILAR AUDITS THAT OUGHT TO BE CONDUCTED BY PRIVATE INSTITUTIONS.

The *ADA Audit Manual and Workbook* takes an institution step by step through the process of preparing and conducting an ADA Title II Audit, from creating the task force and defining the role of the ADA coordinator, to the process of conducting an audit. The centerpiece of the *ADA Audit Manual and Workbook* is the checklists of hundreds of questions that enable an institution to do its own self-evaluation without expensive outside consultants. Separate sections cover audits of hiring, employment policies and practices, student programs and services, non-academic programs, and facilities.

Many outside consultants and organizations have prepared "audits" that focus on facilities barriers. These audits, usually based on the new construction standards in the ADA, provide only a starting point for a Title II audit. They also erroneously focus on physical barriers, when the ADA requires that as much attention should be spent removing communication barriers.

The *ADA Audit Manual and Workbook* picks up where other facilities audits stop, with extensive discussion of the critical "second stage" of the audit process. This is when the ADA Task Force determines whether there are, in fact, barriers to the access to programs and services (not simply minor variations from the building code), and whether there are alternatives to structural renovations that could provide program access while saving money. The *ADA Audit Manual and Workbook* also contains sections attempting to clarify what must and what need not be included on the transition plan. All too many architects and consultants recommend that public entities create a barrier-free environment. The ADA does not require this, and few public entities can afford this luxury because of tight budgetary circumstances. The *ADA Audit Manual and Workbook* seeks to guide community colleges and other public and private institutions in making judgments as to their relative priorities, and ways to provide the greatest degree of access and the least risk of litigation within limited resources.

The authors of the *ADA Audit Manual and Workbook* and this booklet have extensive experience advising colleges and universities on their obligations under the Rehabilitation Act and the ADA. Ira Michael Shepard, a partner in the Washington, DC management law firm Schmeltzer, Aptaker & Shepard, is counsel to ACCT, has been counsel for almost 15 years to the College and University Personnel Association, and represents many colleges and universities in his private practice. Robert L. Duston, a partner in Schmeltzer, Aptaker & Shepard, is a recognized expert on the Americans with Disabilities Act. He has conducted extensive training on the ADA and Section 504 for over 300 colleges and universities and state university systems; is the principal author of CUPA's ADA Title I manual and similar audits for major retailers; and is currently working with individual colleges, state systems, and other employers on their ADA audits. The authors have worked extensively with the U.S. Department of Education, U.S. Department of Justice, the Equal Employment Opportunity Commission, and other federal agencies in their development of regulations and guidance on the ADA. The experience the authors have gained from working with the individuals who wrote the regulations, and from

working with Section 504 over many years, provide a unique perspective on what the ADA does and does not require.

Who should have a copy of the *ADA Audit Manual and Workbook*? At each community college and other higher education institutions, the ADA/504 coordinator, student service administrators, human resource or personnel administrators, business or financial officers, physical plant administrators, and other top administrators who will coordinate and delegate compliance with the ADA will need this book to guide them through the audit process.

The *ADA Audit Manual and Workbook* can be ordered from AACC Publications, P.O. Box 1737, Salisbury, MD 21802, (410) 546-0391. The price is $75 for one to four copies to members of AACC and ACCT and $100 to non-members. For five to 10 copies, the price is $50 for AACC/ACCT members and $65 for non-members. For 11 or more copies, the price is $40 for AACC/ACCT members and $52 for non-members.

ABOUT THE AUTHORS

The principal authors of this publication are Ira Michael Shepard and Robert L. Duston, partners with the Washington, DC law firm of Schmeltzer, Aptaker & Shepard, P.C. Contributing authors are associates Karen S. Russell and Lynn E. Kerr. The authors represent management nationwide in all areas of labor and employment law, labor relations, equal employment opportunity, and non-discrimination in services and facilities. The firm was extensively involved in the submission of comments on the ADA to the EEOC and DOJ and has been advising and counseling national trade associations and major corporations on ADA compliance issues.

The firm's publications on the ADA include *ADA Manual for Higher Education: A Guide to Title I* (College and University Personnel Association, 1992); *The ADA Compliance Manual: A Practical Guide for Mass Retailers* (International Mass Retail Association, 1991); *The ADA Compliance Manual: A Practical Guide for Crushed Stone Producers* (National Stone Association, 1992); and numerous articles appearing in *Nation's Business, Benefits Quarterly, Employment Testing,* ASAE's *Government Relations Report,* and other publications.

The Schmeltzer, Aptaker & Shepard labor and employment law group represents management in counseling, negotiations, and litigation on labor and employment law matters, including the ADA, sexual harassment, age, sex and race discrimination, ERISA, workplace privacy, wrongful discharge, unfair labor practices, drug testing, RICO, and antitrust. They represent clients before the EEOC, DOJ, DOL, NLRB, OSHA, and MSHA. Schmeltzer, Aptaker & Shepard employment law attorneys engage in extensive litigation in numerous federal and state courts and administrative agencies throughout the U.S.

Ira Michael Shepard heads the firm's labor and employment law group and is counsel to ACCT. He has represented many colleges and universities and has served as labor counsel to the College and University Personnel Association (CUPA) for 15 years. Prior to joining the firm, Mr. Shepard served as counsel to the Republican members of the Senate Labor and Human Resources Committee. He is a graduate of the Cornell University School of Industrial and Labor Relations and the Cornell Law School, and a member of the bars of the state of New York, the District of Columbia, and the U.S. Supreme Court. Mr. Shepard and Mr. Duston have co-authored the following treatises published by the Bureau of National Affairs, among other publications: *Workplace Privacy* (BNA 1987); *Thieves at Work: An Employer's Guide to Combating Workplace Dishonesty* (BNA 1988); *Without Just Cause: An Employer's Practical and Legal Guide to Wrongful Discharge* (BNA 1989); and *Workplace Privacy, 2nd Edition* (BNA, 1989).

Prior to joining the firm, Robert L. Duston served as a law clerk to Judge Jackson L. Kiser of

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APPENDIX L:
ADULTS WITH PSYCHIATRIC DISABILITIES ON CAMPUS

HEATH Resource Center
a program of the
American Council on Education

ADULTS WITH PSYCHIATRIC DISABILITIES ON CAMPUS

Mental illness is a widespread and debilitating illness that affects as many as 41 million people in the United States. The National Institute of Mental Health reports that one in five Americans has some form of diagnosable and treatable mental illness in any given six months. Mental illness continues to be an "invisible" disease in which patients may be blamed for being sick and may be ostracized from the mainstream of community life. Often labeled as "schizophrenic," "paranoid schiz," or "manic depressive," persons with mental illness may loose not only their personal identity but their place in the community as well. Although recovery rates can range from 50 to 70 percent, our image of the "chronically mentally ill" may be that of persons who spend their lives in a perpetually psychotic state.

Against this backdrop is the growing awareness that people with mental illness and the resulting psychiatric disabilities are entitled to the same rights as all other people in our country. This is evidenced not only by the passage of the Americans with Disabilities Act (ADA), but also by the Rehabilitation Act of 1973 (particularly Section 504), and the Education for All Handicapped Children Act of 1975, which is now named the Individuals with Disabilities Education Act (IDEA) as a result of the Amendments of 1990. However, laws against discrimination do not automatically translate into equal opportunities for all. The struggle to attain a reasonable standard of living and full participation in the community for most people with psychiatric disabilities has been a long, arduous and often unsuccessful one. Although advances have been made in treatment and rehabilitation, and deinstitutionalization has occurred, the services needed to integrate people fully into the community are for the most part not yet in place. Particularly neglected have been opportunities in the field of higher education.

THE IMPORTANCE OF POSTSECONDARY EDUCATION

The onset of major mental illness is often between the ages of 18-25, when young people are beginning the development of their adult lives. During this time, young adults are making career choices, receiving an education or vocational training that prepares them to work, developing relationships from which to create a social network and choose a mate, and learning their rights and responsibilities within their communities. The onset of mental illness disrupts this process. Once it is disrupted, it is extraordinarily difficult to recreate these circumstances. Returning to postsecondary education provides a means to revisit these developmental tasks and regenerate lost opportunities.

Twenty years ago, returning to community life would not have been so possible. With the use of many new and effective psychotropic medications, the symptoms associated with mental illness can be reduced and controlled. There has been a corresponding understanding that community integration is the most effective way for people to combat the disabling effects of the illness. Maintaining the role of family member, worker, and student prevents the disintegration of self-esteem and skills that has often occurred from prolonged hospitalization and isolation. At the same time, young adults with a history of mental illness have increasingly recognized the importance of education as a means by which to take their rightful place in society. Postsecondary education is an opportunity for qualified students with psychiatric disabilities to enhance the recovery and reintegration process.

THE SUPPORTED EDUCATION CONCEPT

With the passage of the Rehabilitation Act of 1973, it was clear that qualified students could not be denied participation in postsecondary education solely because of their disability. Offices of Disability Support Services (ODSS) or their equivalents were established to provide the supports and accommodations necessary for individuals with disabilities, including those with psychiatric disabilities. However, many students with psychiatric disabilities did not come forward for services because of fear of discrimination. This trend has changed in recent years, and more students with psychiatric disabilities are identifying themselves as an individual with a disability, and requesting accommodative services.

Campuses are responding, with the assistance of the ODSS, with programs that provide needed services. These programs recognize that students with psychiatric disabilities benefit from higher education and can participate fully and successfully on the college campus with appropriate and reasonable accommodations. This process of providing needed services has come to be called *supported education*.

Supported education for students with psychiatric disabilities can be defined as:

> education in integrated settings for individuals with severe psychiatric disabilities

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This national clearinghouse on postsecondary education for individuals with disabilities is funded by the U.S. Department of Education

for whom postsecondary education has been interrupted or intermittent as a result of a severe psychiatric disability, and who, because of their handicap, need ongoing support services to be successful in the education environment (adapted from the definition of Supported Employment, Rehabilitation Act Amendments, 1986).

Over the past few years three prototypes of supported education have emerged. The first prototype is called a *self-contained classroom*. In the self-contained classroom prototype, students attend classes on a postsecondary site with other students who are also characterized as persons with special needs (individuals with psychiatric disabilities, individuals with physical disabilities, returning older students, etc.). The curriculum may be remedial, designed to improve math, reading, study, coping, or to ease the transition to the academic environment through campus survival skills.

The second prototype of supported education is the *on-site support model*. Students are matriculated and mainstreamed and attend regular classes at the postsecondary site. Support services are provided by staff from ODSS or Mental Health/Counseling Services. Examples of services provided may include, but are not limited to, advocacy, tutoring, special accommodations for testing, and referral.

The third prototype of supported education, *mobile support*, is the same as the on-site support model with the exception that the support is provided by staff from community-based mental health services. Mobile supported education services are often provided to more than one postsecondary site. Staff are housed at the community mental health setting and are available to provide support to the students on-site at the postsecondary institution.

The most commonly demonstrated supported education prototype is the on-site support model. Since it uses a postsecondary resource, the ODSS or the student counseling office already in place on most campuses, it is the vehicle to bring supported education to the largest number of students. However, support from mental health and vocational rehabilitation agencies often increases the students' chance of a successful educational experience.

If a student with a disability wants or needs support services, it is the responsibility of the student to request such supports or accommodations, as well as to provide the ODSS with documentation of disability. (A medical report, educational assessment, or a Vocational Rehabilitation prepared Individualized Written Rehabilitation Plan are examples of such documentation.)

ATTITUDINAL BARRIERS TO SERVING STUDENTS WITH PSYCHIATRIC DISABILITIES

One barrier to serving students with psychiatric disabilities is the stigma surrounding mental illness. It is an illness that can stir deep and unconscious fears in many of us. Street people with obvious signs of disorientation to reality are a reminder of what the illness, left untreated, might do. And for others, a tragic incident publicized in the national media may further evoke fears of people with mental illness. Persons with mental illness do not behave more violently nor commit more crimes than does the "normal" population (Teplin, 1985). The crimes they do commit, however, often receive much more publicity and feed stereotypical images of mental illness. Similar misconceptions may cause students with psychiatric disabilities who come to the attention of college administration for disciplinary reasons to be inappropriately referred to the ODSS.

A second barrier to serving students with psychiatric disabilities may be a perceived lack of knowledge about where or how to serve these students when they return to college. Or, campus counselors who attempt to work with these students for time-limited periods may throw up their hands in despair as such students may take up an undue portion of a counselor's time. The students may be viewed as disruptive; and some students—attempting to become real advocates for themselves—may not be able to judge when or where to draw the line on pushing for special accommodations.

A third attitudinal barrier is that some postsecondary administrators may believe that if the institution gains a reputation for effectively serving students with psychiatric disabilities on campus, they will be overrun with students with a history of mental illness or become a "dumping ground" for resource-poor mental health agencies.

These attitudinal barriers need to be acknowledged. Through information and experience they can be overcome.

OPERATIONAL ISSUES RELATED TO SERVING STUDENTS WITH PSYCHIATRIC DISABILITIES

The Role of the Educational Institution

Young adults with psychiatric disabilities, often encouraged by their parents and families, are increasingly recognizing the importance of, and their right to, a higher education. Although some postsecondary institutions may be reluctant to provide supported education services to another disability group because of additional costs, by law they have an obligation to do so. In this time of shrinking revenues and increasing costs, resources may need to be shared or reallocated. The institutions may need to work more collaboratively with community agencies to provide the necessary supports. One issue that still remains unclear is who is primarily responsible for providing which services.

The Role of the Disability Support Services Staff

In providing services to students with psychiatric disabilities it is important for ODSS staff to separate, as clearly as possible, treatment issues from educational issues. Treatment issues, such as therapeutic counseling, medication maintenance, or crisis intervention should be provided by professionals other than the ODSS staff. Campus resources may be available, such as counseling centers or medical centers. When the campus does not have adequate resources available, mental health community resources should be sought. (ODSS often has contact information available

for such area resources.) The provision of such services are not the responsibility of the ODSS staff. Programmatic counseling relating to adjustment to the disability in the postsecondary environment and working with academic staff to develop reasonable accommodations are.

Another issue facing ODSS staff is the reluctance to set limits on students with a psychiatric history because of the students' perceived vulnerability. Instead of setting limits or asking students to change their behavior, staff stretch the limits of their own tolerance because the problem is perceived as a "mental health" problem. Their lack of understanding of the student and students' disability gets in the way of their judgment and may result in an unsureness of how to best serve the student. With all students, limit-setting based on a student Code of Conduct is a valuable tool to foster maturity and more clearly define roles and expectations. Clear guidelines, based on both an understanding of working with students with a psychiatric history and the resources of the institution, can help all involved to define acceptable behavior and the services which should be provided. As with other disability groups, conditions requiring medical treatment should be referred to the appropriate personnel.

A sound principle of practice is to provide services to students with psychiatric disabilities as to any student with a disability. It is important to determine what the student needs, as a reasonable accommodation, that will allow him or her to be successful on the college campus. To be successful means to fulfill the educational requirements of the college and to coexist with their instructors and peers in such a way that the education of others is not compromised.

Reasonable Accommodations for Students with Psychiatric Disabilities

Reasonable accommodation by definition is removal of barriers to participation. Institutions of postsecondary education need to provide reasonable accommodations to individuals with disabilities, including modifications, substitutions, or waivers of courses, major fields of study, or degree requirements on a case-by-case basis. Such accommodations need not be made if the institution can demonstrate that the accommodation would impose an undue hardship on the operation of its program. In addition, the institution need not alter academic requirements which it can demonstrate are essential to a program of instruction.

Serving large numbers of students with psychiatric histories on-site is relatively new to postsecondary campuses. There have been few precedents set for what reasonable accommodations for persons with psychiatric disability might include. However, based on existing knowledge and experience, the following accommodations have been provided:

- assistance with registration/ financial aid
- extended time for exams
- change of location for exams
- priority parking
- note taking, tape recorders
- seating arrangement modifications
- beverages allowed in class (i. e., for thirst resulting from medication)
- peer support
- identified place to meet on campus that is non-threatening before or after class
- incompletes rather than failures if relapse occurs
- training in time management
- training in study skills
- special topic courses (college survival, personal psychology)

These accommodations are the same as those provided by ODSS for other disability groups.

A Student Code of Conduct

Occasionally, campus officials may use a *psychiatric withdrawal* to remove a student with a psychiatric history when unacceptable behavior comes to their attention. A psychiatric withdrawal is a mandatory "medical" withdrawal because of the student's state of mind, anxiety-level, or inability to benefit from university-based therapeutic resources. This kind of withdrawal, in most instances, is illegal and unlawful (Pavela, 1990). Before initiating such a withdrawal, a postsecondary site must conduct a careful inquiry into whether a student suffering from a psychiatric disability has engaged in some demonstrable behavior which indicated that he or she can reasonably be viewed as posing a substantial risk of being unable to meet reasonable institutional standards. The disability itself is not a reason for dismissal.

Gary Pavela (1990), in **The Dismissal of Students with Mental Disorders**, recommends that when a student exhibits prohibited behavior on campus, such as being a threat to himself or others, he should be subject to reasonable and evaluative disciplinary action, rather than immediate consideration of a psychiatric withdrawal. In the past, many administrators have identified prohibitive behavior as a mental health issue and have relied on psychiatric withdrawal either because a disciplinary system has not been in place, the disciplinary system is inappropriate, or the disciplinary system is too legalistic and difficult to administer. However, with greater enforcement of Section 504 and wider participation of a variety of students, it is imperative that clear student Codes of Conduct be established by the educational institutions. These guidelines for conduct should represent simple standards of basic fairness and be applicable to all students, disabled and non-disabled. They can serve to clarify acceptable behavioral standards and provide a means to assist the university to separate disciplinary issues from treatment issues.

The Role of Community Agencies

Students with psychiatric disabilities may also need on-going community based psychiatric care or rehabilitative services. A role of the mental health and vocational rehabilitation agencies, if the student is eligible for such services, is to provide these resources as an adjunct to the academic counseling and reasonable accommodations provided by the postsecondary institution. However, because of old attitudes, some mental health and rehabilitation practitioners may have a limited perspective on what their clients can accomplish and may not consider returning to school as a viable alternative. Others see postsecondary education as a part of treatment and refer clients inappropriately. Mental health and rehabilitation staff need to

inform themselves and their clients about supported education and to make appropriate referrals. Once the students are enrolled, monitoring their programs and supporting them is a legitimate function of case management.

Although returning to school is a sign of progress and health for the student, the move into an academic environment can be very stressful. Examples of events or procedures which may be intimidating or threatening to the individual with a psychiatric disability include: parking, registration lines, complex admission and financial aid forms, renewing or developing relationships with peers, and preparing for and participating in class. Rather than reducing support because the person has made progress, it is important to maintain support to help handle these new stresses. It is increasingly evident that additional support by mental health providers can enhance the student's ability to complete educational goals.

The Role of the Student

Returning to college or a postsecondary institution is an exciting and challenging step for anyone. However, for students with psychiatric disabilities it may be particularly stressful because of an individual's treatment history, psychiatric symptoms, and/or medications. It is important that students take responsibility for their own wellness and develop a personal program that allows them to function in spite of the problems. As psychiatric disabilities are "invisible" disabilities, a student may choose not to disclose the situation and thus not to receive support services from the education institution. In that case it may be very important that those services are utilized in the community. If a student does choose to receive the services available at the postsecondary institution, he or she needs to self-disclose that he or she is an individual with a psychiatric disability, as well as provide documentation verifying psychiatric diagnosis in order to qualify. ***However, the treatment history is confidential and need not be disclosed.*** The guidelines for disclosing information should relate to the amount of information that is necessary for the ODSS counselor to provide reasonable accommodations. In working with instructors, disclosure of student's diagnosis or history is a matter of student choice. Functional limitations may be explained to justify accommodations, but other information should remain confidential.

FUTURE TRENDS

Although Section 504 has mandated services to persons with disabilities, young adults with psychiatric disabilities have frequently been overlooked at postsecondary institutions, often because the stigma associated with the disability has prevented them from coming forward to request services. Additional and most recent federal legislation will work to change this situation. First, the Americans with Disabilities Act will have far reaching affects although guidelines are still being formulated.

Two legislative initiatives, the Individuals with Disabilities Education Act (IDEA), P.L. 101-476, formerly known as the Education of the Handicapped Act (EHA), and the Carl D. Perkins Education and Applied Technology Education Act (Perkins Act of 1990), P.L. 101-392, have language addressing the transition of individuals with disabilities from the secondary educational environment to adult life, including postsecondary education. With IDEA, transition planning and services are mandated.

The Perkins Act of 1990 states: "vocational education planning for individuals with handicaps will be coordinated between appropriate representations of vocational education, special education, and state vocational rehabilitation agencies." These two initiatives expand the possibilities for supported education to be more widely available to young adults with psychiatric disabilities who are leaving secondary education for work or postsecondary education.

As the concept of supported education has developed, the role of mental health and rehabilitation services in supported education has become clearer. Supported education need not take place only on the college campus. Classes held by these services at their sites to help prepare clients for postsecondary education through improving their interpersonal and social skills, making career choices and managing their symptoms can go a long way to improve the likelihood of success on campus. Once they are on campus, having someone they can check in with to handle daily problems is helpful. It means rethinking the role of the mental health and rehabilitation counselor. However, it is a constructive and meaningful role change.

RESEARCH IN SUPPORTED EDUCATION

Recently the Center for Psychiatric Rehabilitation at Boston University completed a study on supported education. Outcomes demonstrated that students attend regularly, complete their course of study and go on to and maintain employment. In the process, rates of hospitalization decreased and self-esteem increased.

Two other major studies are currently underway to explore further issues and implications of supported education. One study, conducted by the Center for Psychiatric Rehabilitation at Boston University, demonstrates all the prototypes of supported education services and includes a state university, two community college systems, one vocational technical school, a psychiatric center, a mental health association, and a comprehensive mental health service system. (See below).

The second research project is sponsored by the Chancellor's Office of the California Community College System and involves four community colleges in California. The project has developed and is monitoring a service delivery model for Offices of Disability Support Services. Outcomes from both studies will be available in 1992-93.

Center for Psychiatric Rehabilitation, Boston University, 730 Commonwealth Avenue, Boston, MA 02215 (617) 353-3549, Karen V. Unger, Project Director

Self-Contained Prototype

Education Intervention Program, 235 Cassety Hall, Buffalo State College, Buffalo, NY 14222, (713) 878-3051, David Koren, Director

On-Site Support Prototype

Luna-Vocational Technical Institute, Student Services Division, PO Drawer K, Las Vegas, NM 87701, (505) 454-2553, Eugene E. Lucero, Project Director

Houston Community College, Supported Education Services, Counseling Department, 1300 Holman, Houston, TX 77004, (713) 630-1864, David Housel, Project Director

College of San Mateo, Psychological Services, 1700 West Hillsdale Blvd., San Mateo, CA 94402, (415) 574-6193, Tim Stringari, Project Director

County of Monterey, Department of Health/Mental Health, 1270 Natividad Road, Salinas, CA 93906, (408) 755-4509, Robert C. Egnew, Mental Health Director

Project on Services to Students with Psychiatric Disabilities, Chancellor's Office, California Community College, Sacramento, CA , (916) 737-0577, Donna Parten, Project Director

Mobile Support Prototype

South Beach Psychiatric Center, Treatment Services, 777 Seaview Avenue, Staten Island, NY 10305, (718) 667-2647 , Harvey J. Lieberman, Director

Mental Health Association of Ulster County, Inc., 221 Frytenbridge Road, Kingston, NY 12401, (914) 336-4747, Linda Cooper, Director of Education and Advocacy

Tips for Students

- Let the Office of Disability Support Services know that you are an individual with a psychiatric disability. Have ready "documentation" (such as a medical report) of your disability to present to the ODSS. It is only after you come forward with such documentation that the ODSS can provide you with accommodative services. **However, your treatment history is confidential and you do not need to disclose it unless you so choose.**

- Returning to postsecondary education can be exciting and challenging. Take responsibility for your own wellness and develop a program for managing your symptoms. A good support network, both personal and professional, will increase your chances of a successful educational experience.

- It is often helpful to take a reduced number of classes the first several semesters until you get acclimated to the new environment and life style.

- Become familiar with the resources on your campus. There may be a learning center or its equivalent that will assist you to sharpen your study skills and provide tutoring services. Some counseling centers provide support groups for students returning to campus after an absence.

- Before you return to school, contact the college's financial aid officer for information on financial awards available, such as Pell Grants. You may also be eligible for financial assistance from the Department of Vocational Rehabilitation. This assistance could help you to finance your education so you do not incur debts until it is clear that you will be able to manage them.

- If disability prevents repayment of student loans, contact the lender immediately and request a medical deferment. Note that granting deferment of payments is not automatic. You must continue to make payments until you are notified that the deferment has been processed and approved. If you do not, you may be in default. Once your loan is considered in default, it can be difficult to change that status.

- If you have to leave school, be sure to withdraw officially so that you do not fail your classes by default. In some cases you may be able to have the designation "Incomplete" recorded, thereby earning the right to complete the requirements later.

Tips for ODSS Counselors

If you are having a problem deciding what to do with a particular student with psychiatric disabilities ask yourself the following questions:

- How would I solve this problem if the person had a different disability?
- What reasonable accommodations are required due to the person's functional limitations?
- Is this an educational or treatment issue?
- Do I need to make a referral to a community or campus resource?
- Has there been a violation of the student Code of Conduct?
- Am I working harder on this problem than the student who presented it?
- What other offices might this student have contacted, or should contact?

Tips for Faculty and Staff

University faculty and staff are encouraged to communicate and collaborate with the Office of Disability Support Services. Among others, the ODSS will be able to provide assistance with the following types of situations:

- Making decisions regarding the appropriate accommodative services to provide to a particular student
- Learning how to manage students who act out, or exhibit other inappropriate behaviors
- Understanding your rights and responsibilities related to providing services mandated by Section 504
- Understanding the maze of different offices that a student with a psychiatric disability may need to access, both on campus and within the community.

Tips for Community Agency Personnel

Providing supported education services to students with psychiatric disabilities may require new knowledge about the requirements and procedures of the postsecondary institutions. Community agency personnel should collaborate with the staff of Offices of Disability Support

Services, who understand these requirements and procedures.

The service provided to the clients by community agency personnel may be typical of case management:

- Assess client needs
- Develop service plans
- Link to services
- Monitor provision of services
- Provide personal support
- Evaluate progress and modify as needed

Returning to school is often an indication of progress and growth. However, it is a stressful time and may require more support services rather than less as clients cope with a new lifestyle and increased responsibilities and stress.

SUMMARY

Supported education is a major step forward in the movement toward community integration for young adults with psychiatric disabilities. It provides them with the same opportunities that should be available for all young adults: a chance to lay the foundation for a meaningful career, to improve social and interpersonal skills, to develop effective or significant relationships with peers, and to master the developmental tasks necessary for a healthy, productive adult life. Although higher education is not for everyone, it should be available to those for whom it is appropriate. It is important that academic/training institutions work together with mental health and vocational rehabilitation agencies to provide the resources and supports necessary for supported education. It is a unique opportunity for complementary agencies to work together. For young adults supported education provides the chance to put aside their identities as mental patients and assume their rightful roles as students and community members.

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SELECTED RESOURCES

Association on Handicapped Student Service Programs in Postsecondary Education (AHSSPPE)
Note: On July 25, 1992, the name will change to
Association on Higher Education and Disability (AHEAD)
PO Box 21192
Columbus, OH 43221
(614) 488-4972

International Association of Psychosocial Rehabilitation Services (IAPSRS)
5550 Sterret Place, Suite 214
Columbia, MD 21044-2647
(301) 730-7190

National Alliance for the Mentally Ill (NAMI)
2101 Wilson Boulevard, Suite 302
Arlington, VA 22201
(703) 524-7600

National Mental Health Association
1021 Prince Street
Alexandria, VA 22314-2971
(703) 684-7722

Spring 1992. Karen V. Unger, M.S.W., Ed.D., Center for Psychiatric Rehabilitation, Boston University.

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APPENDIX M:
STUDENTS WHO ARE BLIND OR VISUALLY IMPAIRED IN POSTSECONDARY EDUCATION

HEATH Resource Center
a program of the
American Council on Education

STUDENTS WHO ARE BLIND OR VISUALLY IMPAIRED IN POSTSECONDARY EDUCATION

Students with blindness and visual impairments have sought and successfully completed postsecondary education as opportunities in education and employment have become available in virtually every sector in society. They make up a significant number of students with disabilities in postsecondary education. Four (4.1) percent of all students in postsecondary education have visual impairments, while 39 percent of students with disabilities are blind or have low vision (**Profile of Handicapped Students in Postsecondary Education**, 1987).

Students who are blind or have visual impairments can and do select education after high school in the same manner as their non-disabled peers. Such students, when choosing a college or university, might want to consider how the college or university can best meet their needs. Once entering postsecondary education, the student is responsible for providing documentation of his or her disability, and letting university personnel know about his or her needs.

This paper is geared toward entering college students who are blind or visually impaired, administrators, faculty and staff, family members, and counselors. It is also intended to assist disability support service providers in locating available resources.

Characteristics of People with Blindness and Visual Impairments

People can lose their vision at birth, through genetic causes, or through illness or injuries.

Not all persons with visual impairments are totally blind. Many have some useable vision, and some may have only light perception. A student who is legally blind may still have a great deal of vision. Some students may be able to see large objects, for example, but have great difficulty seeing smaller things such as small print or a needle or pin. Others may have perfect 20/20 central vision, but have limited peripheral (side) vision, so they appear to be seeing things as if they were looking through a tube or straw.

Perfect vision is measured as 20/20. A person is considered *visually impaired* if his or her vision is no better than 20/70 with correction in his or her better eye. If a person's vision is no better than 20/200 in the best eye with correction, that person is considered *legally blind*. A person is also considered legally blind if his or her central vision is no larger than 12 degrees. If the person has 20/200 vision, it means that he or she can see at 20 feet what a person with normal vision sees at 200 feet.

Students with low vision share many of the same problems as students who are blind. They may face problems getting accurate access to information; locating large print materials; getting around in a large and unfamiliar setting; finding transportation; finding readers for library work, research reports and short articles, getting recorded textbooks on time, and participating in recreational or athletic activities.

Because their visual impairments are less apparent and less easily understood than students who are totally blind, many students with low vision may have additional difficulty in school. They may be able to see fairly well in one situation but less so in others because of fluctuating vision, or because they can see some things better than others. For example, a person with a visual impairment may see another person very well at a close distance, but would not be able to recognize that person far away. The person might see less well if he or she were ill or tired, or in a situation where there is poor light or too much glare to see easily. Also, night blindness can be common for people with low vision.

Each student with a visual impairment is different. Some students have quite a lot of vision and may require only slight modifications. They may, for example, be able to read quite comfortably with large print for a long time; others might be able to read comfortably for only a few moments. It is important to realize that students are different, and to take their needs and wishes into consideration when working with them. With the proper attitude, training, and modifications, students who are blind or visually impaired can function independently and participate fully in their postsecondary experience.

Services for Students Who are Blind or Have Visual Impairments

Students who are blind may use such aids as canes, raised-line drawings, or maps to get about independently. Some people use guide dogs.

Students who are blind may choose to have printed materials Brailled or recorded on audiotape. Students with low vision may read large print, usually defined as 16 to 18 point bold type, depending on the typeface used. Because preparing materials in alternate format takes time, students need to know what texts are required and recommended at least six weeks prior to the beginning of class.

One Dupont Circle, NW ☐ Suite 800 ☐ Washington, DC 20036-1193 ☐ (202) 939-9320 ☐ 800-544-3284 ☐ Voice/TDD

This national clearinghouse on postsecondary education for individuals with disabilities is funded by the U.S. Department of Education

Students who read Braille must order the Brailled translation of print materials from a volunteer Braille service, the American Printing House for the Blind (for textbooks), or the National Library Service for the Blind and Physically Handicapped at the Library of Congress (for recreational materials). (See **Selected Resources** at the end of this paper for contact information).

Technological innovations have increased options for the required printed materials in alternate formats. Computers can be programmed to produce voiced, large print, or Brailled output. Optical scanners can "read" print.

People who read by listening to audiocassettes can arrange to have their books taped through such agencies as the Recording for the Blind (RFB), or the National Library for the Blind and Physically Handicapped. (Contact information is listed in **Selected Resources** at the end of this paper). RFB can also put textbooks and other materials on computer disks so that computer users can have Braille, speech or large print output on their computers.

Many students who are blind or visually impaired may use readers to assist them in class, take tests, or read textbooks.

By law, the college or university is responsible for providing access to the academic and social postsecondary programs. For students who are blind or have visual impairments, such access may include readers for classroom assignments and exams, assistance in obtaining materials in alternate format such as on tape, in Braille, or on computer disk. Access may include permitting a student to have extended time to read exams or assignments, permitting him or her to record class notes, or allowing the student to use a laptop computer or Brailler in class for that purpose. Students can arrange for these services through the campus disability support service offices (DSS).

The Department of Vocational Rehabilitation is primarily responsible for paying for readers or assistants that the student uses for personal use or study (e. g., studying or reading textbooks outside of class). If the student is not a VR client, the college is then responsible for paying for the readers to enable access to the programs. The students are responsible for hiring them. They can hire them through the college employment office, through informal means such as advertising or friends, or by contacting an organization such as a fraternity or sorority.

Services for Students Who are Blind

Students who are blind, especially by the time they reach college, may use a variety of aids and devices to function independently. They may, for example, use a combination of methods to get information, including readers, tape recorded textbooks and lectures, and Brailled materials. Also, computer technology has been especially helpful to students; they may use such devices as "talking" computers, computers with Braille printers, VersaBrailles (computers that produce Brailled information), computer notetaking devices such as Braille n' Speak, and optical character recognition (OCR) systems or scanners that convert text into speech.

Rights and Responsibilities of Students

Services for students with disabilities in postsecondary education are provided under a different authority than those used in elementary and secondary schools. At the elementary and secondary level, school administrators and parents are responsible for making sure the students get an appropriate education through the Individualized Education Plan process, determining their needs, and providing support services for them. These responsibilities are established under P.L. 101-476 of the Individuals with Disabilities Education Act of 1990 (IDEA), formerly the Education of the Handicapped Act (EHA).

In postsecondary education, however, the student is responsible for informing the college about his or her disability, and requesting accommodations and support services. Once a student has provided documentation of the disability and information about the services needed, it is then the postsecondary institution's responsibility to provide these services.

Students are not ***required*** to inform the college or university about their disability ***during the application process***. However, once they are admitted into the college, it is then their responsibility to notify the institution *if* support services are needed.

Students with disabilities are guaranteed access to programs and services in postsecondary educations through Section 504 of the Rehabilitation Act of 1973 (P.L. 43-112), and the Americans with Disabilities Act of 1990 (P.L. 101-336). Both of these laws prevent discrimination on the basis of a disability in postsecondary education and training. In addition, the ADA guarantees the prevention of discrimination at places of employment, public accommodations, transportation, state and local government services, and telecommunications.

Checklist of Services Requested by Students Who are Blind or Visually Impaired

Although all students with visual impairments are different, they can benefit from many of the same services in postsecondary education. They may need some of the following:

- Priority scheduling and registration,
- Advance notice of books and resources required for each class so they will have enough time to arrange for taped or Brailled versions,
- Preferential seating so they can better hear or see what goes on in class,
- Permission to use equipment such as tape recorders, "talking" computers, or computer notetaking equipment,
- Adaptations for regular class, mid-year exams, and final exams, such as extended time, taped exams, readers, and scribes for exam taking as needed,
- Adapted classes (such as physical education), course waivers, or course substitutions,
- Orientation to classrooms, buildings, and the campus,
- Tactile and large print maps, of campus/community,

- Access to campus shuttle buses, escort services, and/or other campus transportation,

- Textbooks on tape, either through the Recording for the Blind or through a local recording facility,

- Computers with voice systems, large print and Braille keyboards,

- Braille printers, scanner systems, adapted laptop computers, Optacons (devices which convert print to tactile images) for students who are blind,

- Closed circuit televisions (CCTVs), large print copiers, large print books, and computers with large print software for students with low vision,

- Talking calculators, raised line drawing kits, 4-track tape recorders, talking spell-checkers, and laboratory equipment for students who are blind or have visual impairments.

Financial Aid for Postsecondary Education

Some organizations which offer scholarships for students with visual impairments are the American Council of the Blind, American Foundation of the Blind, Inc., Council of Citizens with Low Vision, and the National Federation of the Blind. Contact each organization for details (addresses and contact information are listed in this paper under **Selected Resources**).

Students who are blind or have visual impairments can become clients of the federal/state vocational rehabilitation (VR) system. Such a person can become eligible for VR services if he or she has a disability, if the disability is a barrier to employment, and if the provision of VR services can possibly lead to employment. VR can assist in paying for a student's tuition, and for adaptive equipment for ***personal*** use such as Braillers, closed circuit televisions (CCTVs), and computer technology. It is, however, the institution's responsibility to provide and pay for services that all students with visual impairments use in public places. Examples of such accommodations include Brailled signs in elevators and majors entrances and exits, computers with large print and Braille output in university computer labs, and Kurzweil Reading machines and Optacons in the college library. In all states, it is VR's mandate to provide a person with financial assistance to facilitate training towards employment, but the amount and type of aid varies from state to state and among individual counselors as to who can become a client and what should be provided. (Note: VR services can be provided through a state commusison for the blind.)

Although it is now rare for VR to pay the full tuition costs for clients in college, VR may still contribute the dollars necessary to cover expenses if all sources of financial aid have been contacted, and there is still a need for support.

As part of the vocational rehabilitation process, a VR counselor meets with a client to write together an Individual Written Rehabiltation Plan (IWRP). A student must make sure that the necessary campus services are covered in the IWRP. The plan should specifically state the respective responsibilities of the student and the agency, and the student should request a copy. It is important to have this conference in plenty of time to allow the VR agency time to send authorization to the college or university Business Office and Office of Disability Support Services so the student will not be delayed in enrolling. Request HEATH's paper, **Vocational Rehabilitation Services: A Postsecondary Student's Consumer Guide** (1989).

Application Time

When students and/or families are investigating colleges and universities, they might want to be sure that the college of their choice offers enough services to meet their needs. The student may want to visit the school sometime during the application process, and talk with the Disability Support Services coordinator. Also, the student may find it helpful to talk to other students with visual impairments to find out their opinions of the school and the support services they receive. Students and/or families can write or call for HEATH's booklet, **How to Choose a College: Guide for a Student with a Disability** (1991), and its newsletter reprint, **The Student Consumer Speaks Up.**

TIPS FOR STUDENTS AND INSTRUCTORS

If the student needs alternate format, check with each other to make sure required books and texts are prepared before classes start.

Meet with each other before classes begin or as early as possible to discuss the strategies and modifications the students will need in class. You may, for example, want to discuss alternate teaching strategies such as saying out loud what is written on the board. Or you may need to arrange alternate means or advance preparation for taking tests and in-class assignments.

You both may want to tape lecture notes or arrange to use a Braille writer in class to write notes. If the Disability Support Service Office provides notetakers, you both can arrange for one to be in class, or arrange for a student in the class to take notes.

If you, the professor, use the blackboard extensively, you need to say aloud what you are writing. You both could also arrange for a student to write down or repeat what is written on the board.

If the students are required to do an in-class assignment, and it is not practical to do it with another student or with the adaptations you both use in class, you might arrange with each other to do it at a different time or location. Also, let each other know when in-class assignments are given so you can both make other arrangements, if necessary.

Discuss beforehand alternate methods for taking tests. You may want to arrange with each other to take the test orally at a separate time, have the test dictated, or type the answer in another room. You could also arrange for the exam to be taken through the Disability Support Service office.

TIPS FOR INSTRUCTORS

Do not make any assumptions about his or her needs and abilities. Remember to ask the student how you can be of assistance.

Announce at first several class meetings that students with disabilities can have a separate meeting with you to discuss what modifications or adaptations they need.

Identify yourself when greeting a student who is blind. When you are leaving, let the student know.

Speak directly to a student, not through a third party. Look at the student when you are speaking. It is helpful to maintain eye contact.

It is all right to use words and phrases such as "look," "watch," "I'm glad to see you," and/or "Do you see what I mean?"

It is not necessary to raise your voice when speaking to a student who is blind or visually impaired.

Provide a thorough orientation to the physical layout of the room, indicating the location of all exits, desks, raised floors, low-hanging objects, lecture podium positions, and other objects in the room.

Provide reading lists or syllabi at least six weeks in advance to allow the student time to have the materials Brailled, read, taped or put in large print.

Give front-row or preferential seating to students who are blind or have visual impairments; they need to be able to see and hear everything that is going on.

Allow students permission to use adaptive equipment in class such as tape recorders, or computer notetaking devices.

If necessary, assist the student in arranging for notetakers or class partners.

Face the class when speaking.

Describe clearly what you are writing on the blackboard, and whatever visual aids or graphics you use. Use specific descriptions. For example, say "two plus two equals four," rather than "this plus that equals this."

If requested, provide large print copies of classroom handouts by enlarging them on a photocopier.

Make sure that handouts are legible; mimeographed or ditto copies can be hard to read.

Prepare and inform students about assignments well in advance so they can arrange to have them adapted to the format they need.

Inform the students about field trips in advance so they can make alternate arrangements.

Allow the student to tape-record lectures. The Disability Support Service Office can provide a release form that will safeguard copyrighted information. All taped materials are erased at the end of the semester.

Establish ground rules for group discussions. Ask the student who is talking to identify himself or herself by name. When asking a student to respond to a question, identify that student by name.

Students with visual impairments will most likely need extended time for taking tests, and may need a scribe or reader to assist them in reading or writing. You can provide these accommodations, or the Office of Disability Services can assist you in providing them.

Other adaptations in class may be useful, such as using raised line graphs, tactile graphs, or large print illustrations. (See **Selected Resources** for information on how to obtain them.)

Provide extended time for assignments and tests if requested.

Do not pet guide dogs when they are in harness. They are working for the student and petting will distract them from the task.

Keep in mind that you do not need to rewrite your entire course; simply modify the presentation of materials to make them accesible for students with visual impairments.

Also keep in mind that your standards for academic credit should not be modified. All students must meet the required level of understanding and performance competencies for the course. You may need to modify the evaluation or testing method, but content should not be changed.

Contact available resources to assist you in working with the students. Resources include the Office of Disability Support Services, faculty who have worked with students who are blind or have visual impairments, professional and state organizations (listed elsewhere in this resource paper), and students with visual impairments themselves.

TIPS FOR STUDENTS

If possible, begin investigating colleges and universities in your junior or senior year in high school. Contact the Disability Support Services coordinator at the college(s) you are investigating to determine the range and type of services offered. Talk with other students who are blind or have visual impairments to get their feedback.

Once you are admitted, contact the Disability Support coordinator before your arrival on campus to provide documentation of your disability, and inform them about your needs for services.

It would be helpful to preregister or register early for classes so you will have additional time to secure texts and materials into alternate format.

The Disability Support Services office is responsible for locating readers or assistants for use in class or while you are taking a test. If you need readers in class, contact the DSS coordinator as soon as possible to arrange for them.

You may want to tape lecture notes or use a Braille writer or laptop computer to write notes. If you prefer to use a notetaker instead, contact the Disability Support Services Office to determine if they provide that service. In some cases, it may be necessary to ask a student in the class to take notes for you. Talk with the student or ask the instructor to help you select a notetaker.

For some assignments, such as in science labs or math classes, you might arrange to work with a partner.

Your VR office is responsible for paying readers that you use for personal reading (e.g., studying or reading leisure books).

*Note: While most classroom reading assignments can be obtained in alternate format, there will always be last minute assignments and handouts which require the use of a reader.

The college or university is responsible for paying for readers or assistants for use in class, for classroom assignments, or while testing.

You are responsible for hiring readers if you need them for personal use. A student employment office is a good source for locating people. Also, students in many fraternities and sororities may be interested in becoming readers, or you can post an announcement on a student bulletin board and ask students to contact you.

When you use readers, treat them as employees. Make a contract with each reader, hold him or her to that contract,

and if it is not honored, you may dismiss the person.

Conclusion

Students who are blind or visually impaired need to learn as much as they can so they can be active decision makers when they are choosing their postsecondary education. To aid them in this process, it is wise for students to seek advice from high school counselors, Vocational Rehabilitation counselors, postsecondary advisors, professionals who are themselves blind or visually impaired, family members, and friends. They should learn as much as they can about their own skills and needs, and the people with whom they will be working. This will ensure that their chances of success will be much greater in postsecondary education.

SELECTED RESOURCES

Information and Advocacy Agencies

American Council of the Blind (ACB)
1155 15th Street NW, Suite 720
Washington, DC 20005
(202) 467-5081
(800) 424-8666

ACB is an information, referral, and advocacy organization with 52 state/regional affiliates. The goals of ACB are to improve the well-being of people who are blind or visually impaired through legislative advocacy; to encourage persons who are blind or have visual impairments to develop their abilities; and to promote a greater understanding of people who are blind or have visual impairments. ACB also has a student chapter, National Alliance of Blind Students (NABS).

American Foundation for the Blind (AFB)
15 West 16th Street
New York, NY 10011
(212) 620-2000
(800) 232-5463

AFB provides information and consultation in the areas of education, rehabilitation, employment and special products. It also publishes **The Journal of Visual Impairment and Blindness**, which is available on a subscription basis. Six regional centers around the country provide advice, technical assistance, and referral to local services and agencies.

Association on Higher Education and Disability (AHEAD)
P.O. Box 21192
Columbus, OH 43221-0192
(614) 488-4972 Voice/Text Telephone

AHEAD (formerly AHSSPPE) is the professional and advocacy organization for disability support service providers. The organization provides advice and technical assistance, publishes the **Journal of Postsecondary Education and Disability**, a newsletter (**Alert**), and various other publication. AHEAD also holds an annual conference, and sponsors various special interest groups, including a group for students who are blind or visually impaired, and professionals who work with them.

Council of Citizens with Low Vision International (CCLV)
5707 Brockton Drive, #302
Indianapolis, IN 46220
(317) 254-1185
(800) 733-2258

CCLV is a membership organization composed of individuals with low vision, professionals with low vision, and/or who are working with low vision, and families of individuals with low vision. CCLVI serves as a clearinghouse on low vision; and promotes education, research, legislation, and the elimination of barriers to individuals with low vision.

Mississippi State University
Rehabilitation, Research and Training
Center on Blindness and Low Vision
P.O. Drawer 6189
Mississippi State, MS 39762
(601) 325-2001 Voice/Text Telephone

The only research, rehabilitation and training center focusing on blindness and low vision, the Center identifies, assesses, and augments services to facilitate the employment and career development of persons who are blind or visually impaired.

National Federation of the Blind (NFB)
1800 Johnson Street
Baltimore, MD 21230
(410) 659-9314

NFB is a consumer group that can answer questions about blindness, refer people to appropriate resources or adapted equipment, and send a publications list. NFB has a number of scholarships available for students in postsecondary education. It also publishes **The Braille Monitor**, and sponsors JOB (Job Opportunities for the Blind), a job listing and referral service.

For Students

National Alliance of Blind Students (NABS)
1155 15th Street NW, Suite 720
Washington, DC 20005
(202) 467-5081
(800) 424-8666

NABS provides a national voice for students with visual impairments. It has an annual convention, a newsletter, **The Student Advocate** ($3.00 a year), and a program to assist with employment. The staff also does scholarship searches and is constantly updating their findings. NABS is an affiliate of the American Council of the Blind; membership is $5.00 a year.

National Federation of the Blind, Student Chapter
31548 Large Vista Road
Valley Center, CA 92082
(619) 749-0103

The Student Division of the National Federation of the Blind is an organization devoted to considering and acting upon issues concerning students who are blind. The Student Division is a self-support group for students who are blind and a mechanism for political action. It serves as the voice of organized students who are blind in America.

Recordings, Books and Tapes

American Printing House for the Blind (APH)
1839 Frankfort Avenue
P.O. Box 6085
Louisville, KY 40206-0085
(502) 895-2405

APH, established in 1858, manufactures materials for people who are blind. Reading materials include textbooks and magazines in Braille and large print. APH also records books, and produces educational tools such as braille writing and embossing equipment, computer software and hardware, educational games, low vision aids, braille and large type paper, binders, and notebooks. APH also sells tape recorders designed to record taped publications.

National Alliance for the Visually Handicapped (NAVH)
22 West 21st Street
New York, NY 10010
(212) 889-3141

NAVH offers services for persons with low vision. Large print publications are available for persons with low vision, professionals, paraprofessionals, and families. People can order some free large print materials through NAVH's Loan Library.

National Library Service for the Blind and Physically Handicapped
Library of Congress
1291 Taylor Street, NW
Washington, DC 20542
(202) 707-5100

The Library Service provides, free of charge, recorded and Brailled recreational materials to persons with documented visual impairments which prevent them from reading regular print materials. The NLS also can produce a list of regional libraries upon request.

Recording for the Blind (RFB)
20 Roszel Road
Princeton, NJ 08540
(609) 452-0606
(800) 221-4972 (book orders only)

RFB is a non-profit service organization providing recorded textbooks, library services, and other educational services to individuals who cannot read regular print because of a visual, perceptual or physical disability. Registering as a RFB member requires documentation of disability and a one-time only registration fee of $25.00.

For information on computerized books, software, or hardware, call Recording for the Blind, 52 Corbin Hall, University of Montana, Missoula, MT 59812. (406) 243-5481.

Voice Indexing for the Blind (VIB)
7420 Westlake Terrace, #203
Bethesda, MD 20817
(301) 469-9470

VIB specializes in voice indexing, which allows users to highlight and scan taped materials. It also provides voice-indexed recordings on contract, and lectures on how people with blindness or low vision can access printed materials.

Books and Publications

Barrier Free in Brief (1992). Washington, DC: American Association for the Advancement of Science, 1333 H Street NW, Washington, DC 20005. (202) 326-6630 Voice and Text Telephone.

Barrier Free in Brief is a series of four booklets that describe the ways that the sciences can be made accessible for people with disabilities. One booklet, *Laboratories and Classrooms in Science and Engineering*, describes accessible classrooms and laboratories, and laboratory equipment designed for people with disabilities. One section focuses on people who are blind or have visual impairments. Another booklet, *Workshops and Conferences for Scientists and Engineers*, describes strategies for accessible conferences, workshops and lectures; one section focuses on people with blindness and visual impairments. For more information or to order copies free of charge, contact the American Association for the Advancement of Science, 1333 H Street NW, Washington, DC 20005. (202) 326-6630 Voice and Text Telephone.

A Directory of Services for Blind and Visually Impaired Persons in the United States
1990). New York, NY: American Foundation for the Blind, 15 W. 16th Street, New York 10011. (800) 232-5463; (212) 620-2000. $50.00.

This guide is a comprehensive listing of services in each state for people who are blind or visually impaired. Among the services listed are residential schools, state vocational rehabilitation agencies or commissions for the blind, library services, and local or state support groups.

Auxiliary Aids and Services for Postsecondary Students with Handicaps: Higher Education's Obligations under Section 504 (1991). Washington, D.C., U.S. Department of Education, Office of Civil Rights. Available free of cost through Regional Offices of Civil Rights.

This pamphlet outlines through a question and answer format the responsibilities of the postsecondary institution towards students with disabilities. The booklet defines auxiliary aids, outlines the responsibilites of students with disabilities, and answers common questions posed by both students and administrators.

Living with Low Vision: A Resource Guide for People with Sight Loss. (1990). Lexington, MA: Resources for Rehabilitation, 32 Bedford Street, Suite 19A, Lexington, MA. (617) 862-6455. $35.00 plus $5.00 shipping and handling.

This large print (18 point bold type) comprehensive directory helps people with sight loss locate services, products, and publications they need to keep reading, working and living independently. New chapters on self-help groups, how to keep working with vision loss, and making every day life easier are included.

A Picture is Worth a Thousand Words for Blind and Visually Impaired Persons Too! An Introduction to Audiodescription. (1991). New York, NY: American Foundation of the Blind, 15 W. 16th Street, New York, NY 10011. (212) 620-2029. (800) 232-5463.

This is a new publication by the American Foundation of the Blind (AFB) that describes an innovative service called audiodescription. Audiodescription allows people who are blind or visually impaired to hear verbal descriptions of visual events during television shows or plays that they may otherwise miss. For example, while watching television, a student who is blind may hear a description of a hunter

stalking a wild animal that otherwise may not come across.

The publication comes in a booklet and an audiotape that is available from AFB for $4.95. For further information, contact the American Foundation of the Blind, 15 West 16th Street, New York, NY 10011. (212) 620-2029.

Postsecondary Education and Career Development: A Resource Guide for the Blind, Visually Impaired, and Physically Handicapped (1990). National Federation for the Blind, 1800 Johnson Street, Baltimore, MD 21230. (410) 659-9314. $5.95.

This publication is a helpful guide for disability support service providers, job developers, and career and placement counselors working with students who are blind or visually impaired. The publication lists resources and strategies that the students and the professional who work with them can use in locating jobs or succeding in postsecondary education.

The following publications are available free of charge from the HEATH Resource Center, American Council on Education, One Dupont Circle, Suite 800, Washington, DC 20036. (202) 939-9320; (800) 544-3284. Both lines are Voice and Text Telephone.

Financial Aid for Students with Disabilities (1989).

This publication outlines the sources of financial aid for students with disabilities. It includes an explanation of five federal financial programs that enable college and university students to obtain financial aid for college, a description of federal-state programs enabling students with disabilities to become employed, and information about available grants and scholarships.

How to Choose a College: A Guide for a Student with a Disability (1991).

This publication presents helpful guidance for students with disabilities who are looking for colleges and programs that can best meet their needs. It provides questions and ideas for students to use when selecting colleges, and investigating available support services.

The Student Consumer Speaks Up (1989).

This newsletter reprint suggests helpful strategies that students with disabilities can use to obtain the services they need on campus, and how to educate other university personnel and students about their disabilities.

Vocational Rehabilitation Services: A Postsecondary Student Consumer's Guide (1989).

The guide outlines Vocational Rehabilitation (the federal-state program that assists people with disabilities to become employed), describes how it works, and explains how to obtain VR assistance.

Technology

The organizations below can provide information about available computer products for people with visual impairments, and can assist in obtaining them.

American Printing House for the Blind
1839 Frankfort Avenue
P.O. Box 6085
Frankfort, KY 40206-0085
(502) 895-2405

Clearinghouse on Computer Accommodation
Information Resources Management
General Services Administration
18th and F Street NW
Room 2022, Code KGDO
Washington, DC 20405

Closing the Gap
Resource Consortium
P.O. Box 68
Henderson, MN 56041
(612) 248-3294

Computer Center for the Visually Impaired
Baruch College
17 Lexington Avenue
Box 515
New York, NY 10010
(212) 725-7644

Project EASI
University of California,
Los Angeles
Office of Academic Computing
5628 MSA
405 Hilgard Avenue
Los Angeles, CA 90024
(213) 206-4839 Voice
(213) 206-5155 Text Telephone

IBM National Support Center for Persons with Disabilities
P.O. Box 2150
Atlanta, GA 30301-2150
(800) 426-2133 Voice
(800) 284-9482 Text Telephone

National Technology Center
American Foundation for the Blind
15 West 16th Street
New York, NY 10011
(212) 620-2080

The author and the HEATH Resource Center wish to thank Chet Avery of the U.S. Department of Education; Jim Baker, Ohio State University; Veronica Braun of the American Council of the Blind; Caroline Forsberg, State University of New York at Albany; and Deb Wesse of the Client Assistance Project, Michigan Department of Vocational Rehabilitation, for their invaluable contributions to this paper.

Elizabeth T. Spiers
June 1992

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HEATH RESOURCE CENTER

National Clearinghouse on Postsecondary Education for Individuals with Disabilities

The HEATH Resource Center is a clearinghouse which operates under a Congressional legislative mandate to collect and disseminate information nationally about disability issues in postsecondary education. Funding from the United States Department of Education enables the Center to increase the flow of information about educational support services, policies, and procedures related to educating or training people with disabilities after they have left high school.

HEATH Resource Center is designed to:

- identify and describe educational and training opportunities
- promote accommodations which enable full participation by people with disabilities in regular, as well as specialized, postsecondary programs;
- recommend strategies which encourage participation in the least restrictive and most productive environment possible for each individual.

To accomplish these goals, HEATH has an extensive publication program, a toll-free telephone service, and a professional staff which participates in a strong network of colleagues across the country.

Information from HEATH is a newsletter published three times a year and distributed nationally, free of charge, to subscribers. The newsletter highlights campus programs, provides information about new or pending legislation, and offers reviews of new publications and other media products. HEATH resource papers, monographs, guides, and directories focus on disability-related issues as they emerge on college campuses or in vocational-technical training schools, adult education programs, independent living centers, and other community-based training programs. Single copies of HEATH publications are free and may be reproduced. Most are available by request on audiocassette tape or computer disk.

HEATH's constituency is comprised of postsecondary administrators and service providers, teachers and instructors, high school and vocational rehabilitation couselors, government officials, librarians, health professionals, journalists, as well as those with disabilities and their families. The toll-free telephone line is available to encourage direct interaction with HEATH staff.

Participation by HEATH staff in national, regional, and statewide conferences and training workshops has led to the development of a national network of professionals across the nation. This network enables staff to suggest speakers, access options, audiovisual materials, and other resources to enhance such meetings.

HEATH staff can be reached Monday-Friday, 9 a.m.-5 p.m. Eastern Time at (800) 544-3284; or, in the Washington, DC metropolitan area, at (202) 939-9320; both lines are available for Voice or TDD calls.

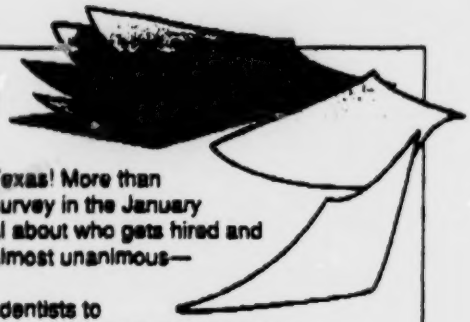
Inquiries may also be mailed to HEATH at One Dupont Circle, Suite 800, Washington, DC 20036. Inquiries will receive prompt attention.

HEATH Resource Center is a program of the American Council on Education.

Hoke Smith, *Board Chair*, ACE
President, Towson State University
Robert H. Atwell, *President*, ACE

APPENDIX N:
THERE IS A MESSAGE HERE!

There Is a Message Here!



Employers definitely seem to have a message for workers in Texas! More than 1,000 employers responded to the *Who Gets Hired and Why* survey in the January issue of *TexasBusinessToday*, and the results say a great deal about who gets hired and stays hired in Texas companies. The message is simple and almost unanimous—get to work on time and perform satisfactorily.

Business respondents were from all walks of life—from dentists to architects to engineers to mechanics to auto dealers. Surprisingly, their views about workers are very similar.

The *Who Gets Hired and Why* Survey Says . . .

Why Do You Most Often Turn Down a Job Applicant?

1st Lack of experience
2nd Inability to communicate during interview
3rd Lack of interest in job offered
4th Poor appearance
5th Bad references
6th Job-hopping history
7th Lack of education

More and more, employees are required to prove they are qualified for jobs, and their résumés have to show it. Employers ranked related job experience as the most important qualification considered when hiring employees. Personal qualities ranked second, and "total job experience" –related and unrelated– ranked third.

What Is the Most Important Qualification for a Job Applicant?

1st Related job experience
2nd Personal qualities (ambitions, maturity)
3rd Total job experience (related, unrelated)
4th Education
5th Good references
6th Interest in the job

When it comes to weeding out job candidates, lack of experience is the most popular reason for rejecting applicants, followed by an inability to communicate during the interview. Surprisingly, participants placed education at the bottom of the list of reasons to reject job applicants.

How Do You Find Workers?

1st Word of mouth
2nd Newspaper ads
3rd Applicant pool on file
4th TEC/other employment service
5th Contacts with educational institutions

If You Had to Choose...

An overwhelming 68 percent of employers surveyed felt they would hire multi-skilled applicants less able to meet immediate needs over individuals able to perform only the skills the job requires.

The survey proves there is definitely a hidden job market. Word of mouth was the overwhelming choice by respondents for finding good employees. Newspaper ads and applications on file at companies ranked second and third, respectively.

APPENDIX O:
CAREER PLANNING AND EMPLOYMENT STRATEGIES FOR POSTSECONDARY STUDENTS WITH DISABILITIES

HEATH Resource Center
a program of the
American Council on Education

CAREER PLANNING AND EMPLOYMENT STRATEGIES FOR POSTSECONDARY STUDENTS WITH DISABILITIES

Career counseling is an integral part of the education process in preparing students for adult life. The current complexity of the marketplace requires that students from kindergarten on be increasingly and intensively exposed to career education, vocational education, and career development. The role of the counselor in these programs is to aid students to find a place in the world of work. The influx of students with disabilities into regular classrooms as a result of legislation (the Rehabilitation Act of 1973, the Education for All Handicapped Children Act of 1975, the Carl D. Perkins Vocational Education Act of 1984, Individuals with Disabilities Education Act and the Americans with Disabilities Act of 1990) and technological advances have required counselors to move creatively to address the reemphasized employment needs of students with disabilities.

This paper is designed to be a resource for counselors, administrators, instructors, and students with disabilities who are concerned about career planning and employment. The information included addresses the issue of career planning and employment strategies for individuals with disabilities in postsecondary academic and technical institutions. For specific information about self assessment, resume writing, and job searches, see the **Selected Annotated Bibliography** at the end of this resource paper.

As increasing numbers of students with disabilities reach American campuses, those responsible for guiding career planning and employment have found that this population presents some unique challenges. These students may have limited or unrealistic career expectations, largely because their parents, teachers, and advisors were unaware of the range of careers from which they might choose. Students with disabilities may have limited career expectations since they are not often exposed to role models of successfully employed professionals with disabilities. Many are reared in an environment shaped by the "medical model," a lifestyle which encourages undue deference to authority, extended sense of dependency, and discouragement of healthy risk-taking. Also, many lack the diverse experience of part-time and summer jobs which can assist students to assess their competence and career satisfaction. All of these factors combine to leave many postsecondary students with disabilities ill-prepared to cope with effective career implementation. It is critical that career counselors are able to intervene early to counter the unique problems identified above so that their disabled clients can realize their maximum employment potential.

In the information that follows, the HEATH Resource Center presents those projects and programs in postsecondary educational settings that demonstrate the most positive and effective career planning and employment strategies. The **Selected Campus Strategies** section provides ideas currently working in postsecondary institutions for the career counselor or administrator who is attempting to establish a similar program on his/her campus. The sections on **Federal Programs** and **Programs with a National Focus** are resources for counselors to use as referrals, and students to use in their own search for employment. Names and addresses of selected **Resource Persons** knowledgeable in these areas of concern follows.

The paper concludes with a **Selected Annotated Bilibliography and Resources** for the reader's independent research.

SELECTED CAMPUS STRATEGIES

The increase in effective support services for students with disabilities which occurred in the last decade included the development of career planning and employment services for students with disabilities. Most program developers have followed the decentralized approach to establishing a new service—**building on existing strength**—that is, teaching the experts on career planning how to work with students who are disabled instead of setting up a separate duplicative service just for certain students. Thus, most of the strategies discussed in this section are based on the premise that the existing Career Development Office on campus which serves all students also serves students with disabilities.

Ideas to enhance the preparation of students with disabilities to obtain and keep jobs include working with on-campus recruiters, community employers, and encouraging part-time and/or summer employment in and around their communities

One Dupont Circle, NW ☐ Suite 800 ☐ Washington, DC 20036-1193 ☐ (202) 939-9320 ☐ 800-544-3284 ☐ Voice/TDD
This national clearinghouse on postsecondary education for individuals with disabilities is funded by the U.S. Department of Education

through internships, cooperative education, and Job Partnership Training Act (JPTA) programs, as well as apprenticeship programs. The increased federal focus on the transition from high school to postsecondary education and work has offered local educational programs a chance to work throughout their communities in new and exciting ways. As traditional academic programs reemphasize career planning and employment, and vocational training and placement oriented programs become available to students with disabilities, a wider range of educational/training opportunities are available than ever before.

Selected strategies are described below, illustrating different methods in various settings for accomplishing the goal of assisting students with disabilities to prepare for employment. Above all, students are to be encouraged to suggest alternative strategies to the career development officer at their own institutions. Model programs described here and elsewhere have been effective and if emulated, could serve to enhance other career planning programs for students with disabilities.

Campus-Employer Cooperation

The Disabled Student and Alumni Placement Program is a component of the Career Planning and Placement Center at the **University of California-Berkeley**. Staff of the Disabled Student and Alumni Placement Program work closely with public and private sector employers to assist with the recruitment, selection and employment of students and alumni with disabilities in intern, summer, and career positions. Disabled Student and Alumni Placement Program staff attempt to intervene early in a student's program to encourage exploration of appropriate career alternatives and to impress upon students with disabilities the value of work experience in the process of career decision making. Other services include advising on job modifications, job search strategies, interviewing skills, and financial benefits. For more information contact Coordinator, Disabled Student Placement Program, University of California, Berkeley CA 94720 or call (415) 642-0592 voice or TDD

Cooperative Education

In 1909, **Northeastern University, MA** a large, urban, independent university, became the nation's first to be totally committed to cooperative education (alternating study and paid work experience) as a way of financing higher education as well as exploring career options. Faculty at Northeastern now counsel over 9,500 undergraduate and graduate students who work with about 3,000 employers. The Cooperative Education Research Center, the information hub of Northeastern, has provided leadership in the field of cooperative education and since 1974, by systematically including students with disabilities. At present there are more than 50 students with disabilities enrolled in the Coop programs. For further information, contact G. Ruth Kukiela Bork, Assistant Dean for Students with Disabilities, Northeastern University, 360 Huntington Avenue, Boston, MA 02115. (617) 437-2675.

For information on **National Cooperative Education** programs for persons with disabilities, contact the Cooperative Education Association, care of Chair of Handicapped Affairs Committee, Department of Cooperative Education, Northeastern University, PO Box 746, Boston, MA 02117.

Gallaudet University, DC also operates a cooperative education program which involves private and public employers nationwide. **Experiential Programs Off Campus** (EPOC) provides the school's almost exclusively deaf population with the opportunity to get hands-on job seeking skills, including resume-writing, interviewing and completing application forms; exposure to the "world of work;" a chance to re-examine their values, career interests and competencies while still in college; and further development of qualities necessary to keep a job, such as maturity, responsibility, and self-confidence. Students are eligible to earn up to twelve hours of credit toward graduation through co-op internships. The program has grown over 200 percent since 1985. Much of the success is due to the training programs of EPOC supervisors and co-workers that are available on the University campus twice a year, or at the work site, if requested. Materials for EPOC supervisors are also available and a newsletter is sent to EPOC employers 3 times a year. For further information, contact Anne Nissen, Director, Experiential Programs Off Campus, Gallaudet University, 800 Florida Avenue, NE, Washington, DC 20002. (202) 651-5240, voice or TDD.

Concentrated Campus Strategies

The Offices of Career Services and Disabled Student Development at **Ball State University, IN** have had a long and positive relationship. Without these two programs working closely together, the chances for viable employment opportunities for students with disabilities are greatly reduced. Each of these offices has specific types of knowledge and approaches that complement one another. Concentrated efforts for students with disabilities in the Ball State program include:

- *early contact*. Whenever possible an introduction to career planning occurs during the student's pre-admission visit.
- *cooperative effort*. Career Services (involving student employment, experiential education, co-op, internships, and full-time employment) and Disabled Student Development have a full partnership and commitment to the program.
- *credit courses*. Students are encouraged to enroll in classes encompassing career planning concepts, job search skills, and an on-campus internship.
- *role modeling*. Alumni of Ball State and other schools are invited to share their work and life experiences with undergraduates through video, in person, and through the annual "Outstanding Alumnus" award.
- *campus employment*. The Student Employment Office provides affirmative action employment assistance to students with disabilities and advice about reasonable accommodation to

employers. Video tapes, **Making Decisions/Getting Involved, and Getting and Experience/Successful Transitions**, feature Ball State alumni at work.

- *ambassadors*. Upper class students with disabilities, trained in leadership skills, develop a four-year sequenced experiential program which includes many of the activities mentioned above, and implements the program with freshmen.

For further information on this concentrated campus effort contact Richard W. Harris, Coordinator of Disabled Student Services, (317) 285-5293 or Jeannine A. Harrold, Director of Career Services, (317) 285-5634, both at Ball State University, Muncie, IN 47306.

Campus-Vocational Rehabilitation Services Cooperation

The program for Visually Impaired (VIP) at **North Central Technical College, WI**, is a prevocational and vocational education program, and was the first in the United States to be integrated in a postsecondary technical school. The program was developed in cooperation with the Wisconsin Division of Vocational Rehabilitation and is designed to assist adults with visual impairments to become capable of entering or reentering an employment situation, adult vocational school, university, or more independent lifestyle. The special aspects of the program include low student/teacher ratio with instruction designed to meet individual student's needs, participation of students in the curriculum planning, utilization of community resources, and integration of students with their sighted peers For more information contact the Program for Visually Impaired Students, North Central Technical College, 1000 Campus Drive, Wausau, WI 54401. (715) 675-3331, ex. 229.

University of Wisconsin-Whitewater, WI has a permanent cooperative venture with the State Division of Vocational Rehabilitation which supports a complete program of on and off-campus work experiences for clients who are students. The project supplements the existing services of the University's Career Planning and Placement Service. In addition to developing work experience for students with disabilities, the program staff meets with business classes on campus to sensitize future leaders to employ persons with disabilities. For more information contact John Truesdale, Disabled Student Services, University of Wisconsin-Whitewater, 1004 Rosewater Hall, Whitewater, WI 53190. (414) 472-1568, voice or TDD.

Vocational-Technical Training

St. Mary's Campus (SMC) of the College of St. Catherine, MN is a coeducational institution which prepares students to work in allied health and human services occupations at the technical level. SMC offers associate degree and certificate programs in fields such as Physical and Occupational Therapy, Nursing, Chemical Dependency Counseling, and Medical Records and Transcription. Since 1977, students who are blind or visually impaired have entered and been successful in many of these programs. Over 40 students have graduated and found employment in their chosen health care occupation. The health care industry has previously been considered inaccessible to blind individuals. With appropriate accommodations in training, equipment, and technique, however, SMC is proving that this field is a viable career opportunity. Part of the program's success is attributed to the amount of time students spend at clinical affiliation sites, practicing and perfecting the adapted tools and techniques learned in the classroom. For more information contact Deborah Churchill, Coordinator for Students with Vision Impairments, St. Mary's Campus, 2500 Sixth Street, Minneapolis, MN 55454. (612) 332-5521.

Non-Degree Programs

The **Threshold Program** at Lesley College (MA) offers a college experience for young adults with learning disabilities and low-average cognitive ability. This two-year non-degree program is designed to help each student achieve his or her full potential through vocational training for paraprofessional positions in early childhood or human service settings; through a series of courses designed to prepare them for apartment living; through social skills training; and through creative courses and clubs. A third year Transition Program offers support as graduates move on to living independently in apartments and begin employment. For further information, contact Dr. Arlyn Roffman, Director, Threshold, Lesley College, 29 Everett, Cambridge, MA 02138-2790. (617) 491-3739.

The **Life Development Institute (LDI), AZ**, is a not-for-profit training center for older adolescents and adults with learning disabilities. LDI has a 3-month pre-employment Life Skills Training Program that assists students in developing self-esteem, appropriate attitudes, and motivation, job readiness training, accepting responsibility for own actions, job development/placement and independent living skills. LDI's 9 month residential program builds on the above and adds vocational exploration, vocational technical coursework or on-the-job training, computer literacy, academic and vocational skill related tutoring, a creative arts curriculum for development of academic and social skills, postsecondary advisement, job placement with job monitoring and crisis intervention. Additionally, LDI offers Continuum Service Programs which cover life and job crisis intervention, developing meaningful relationships, and planned leisure/social/recreational activities. These services are available to individuals who could benefit from continued development and reinforcement of the skills initiated in the Life Skills and Postsecondary Programs. For further information contact Robert Crawford, LDI, Chief Administrator, 1720 E. Monte Vista, Phoenix, AZ 85006. (602) 254-0822.

For additional discussion and listing of non-degree programs, request the paper **Young Adults with Learning Disablilities and Other Special Needs—A Guide to Transition Programs**, free from HEATH, One Dupont Circle, Suite 800, Washington, DC 20036. (800) 544-3284.

Federal Programs and Programs With a National Focus in the next two sections are specific resources for individuals with disabilities who are exploring career development and employment options. These programs are not necessarily campus based; they are programs created to broaden the employment and career opportunities available to people with disabilities by establishing a mutual awareness between employers and potential employees who are disabled. While those who utilize the services do not need to be students, it may be extremely worthwhile for postsecondary institutions and their career counselors to be aware of these programs as sources of information and referral.

FEDERAL PROGRAMS

Vocational Rehabilitation

A nationwide program for assisting people with disabilities to enter the job market is the federal-state Vocational Rehabilitation (VR) partnership. Any person is eligible if his/her disability threatens continued employment, interferes with employability, or disrupts function as a homemaker. According to VR guidelines, the disability must be physical or mental, and applicants must have a "reasonable chance of being employable following rehabilitation services." Vocational Rehabilitation offices are located in most cities. Scope of services vary from state to state, but certain services must be offered by every office, without charge and regardless of income. They are:

- evaluation of rehabilitation potential
- counseling, guidance, and referral services
- placement and post-employment follow-up

To find the Vocational Rehabilitation agency in the local area, look under the State listing in the telephone book or contact the HEATH Resource Center for your State Resource List and a copy of **Vocational Rehabilitation: A Postsecondary Student Consumer's Guide**.

Selective Placement

The United States Office of Personnel Management (OPM) provides a selective placement program for hiring, placing and advancing individuals with disabilities in the Federal civil service. The primary objective of the program is full and fair consideration in the employment process of persons with disabilities. Although OPM publishes a pamphlet outlining the program, each Federal agency or department has developed (in tandem with the various state departments of Vocational Rehabilitation) its own program of selective placement. Hence, one interested in selective placement should contact his/her local Federal Job Information Center which can be identified by the operator at (800) 555-1212, and should also contact the local office of his/her state's Vocational Rehabilitation department. Career development or disability service directors may request in writing that a representative from OPM come to their school to explain not only selective placement but also the regular competitive process of seeking Federal civil service employment. The OPM pamphlet, **Handbook on Affirmative Employment Programs**, is available from the US Office of Personnel Management, Room 7317, 1900 E Street, NW, Washington, DC 20415. A list of local OPM offices can be obtained at the same address. For additional information, call the Federal Job Information Center's coordinator for selective placement programs at (202) 632-6063.

Projects With Industry (PWI)

The Rehabilitation Services Administration of the U.S. Department of Education sponsors Projects With Industry, a series of programs where large firms like IBM, Honeywell, and Motorola, as well as organizations like the AFL-CIO and the Electronic Industries Foundation, serve as senior partners in programs designed to enhance employment and career opportunities for persons with disabilities. Goals include competitive employment for all participants, developing strong ties between people with disabilities and the local labor market, and involving business and industry in a senior management and leadership role. Each project involves the establishment of an advisory council, an implementation committee, a training and placement component, and assessment of the project. PWI began in 1968 with three projects. To date over one hundred thousand participants with disabilities have found employment and over 5,000 corporations and firms are involved in programs. For a list of projects, contact Joe DePhillips, Project Manager, Projects With Industry, RSA/OSERS, 400 Maryland Avenue SW, Washington, DC 20202 or call (202) 732-1333.

President's Committee on Employment of People with Disabilities

The President's Committee on Employment of People with Disabilities (PCEPD) publishes a variety of brochures, pamphlets, booklets and posters promoting employment of people with disabilities. Contact PCEPD, 1331 F Street, NW, Washington, DC 20004-1107 for a publication list.

PROGRAMS WITH A NATIONAL FOCUS

Job Opportunities for the Blind (JOB)

JOB is the nationwide job listing and job referral system of the National Federation of the Blind (NFB), a service available without charge and meant to be used in conjunction with other services which exist locally. JOB features the **Recorded Bulletin**—a national job hunter's magazine on cassette for people who are legally blind and looking for work. JOB can assist networking nationwide with people who are in similar fields to the job seeker, who can help them help themselves through the whole job finding process. JOB works with teenagers through older adults in any skill and educational level. JOB has more than 40 free publications for job seekers

who are legally blind as well as employers who hire them. To use the service contact JOB, NFB, 1800 Johnson Street, Baltimore, MD 21230. (301) 659-9314 or (800) 638-7518.

National Center on Employment of the Deaf (NCED)

NCED, at the National Technical Institute for the Deaf/Rochester Institute of Technology (NTID/RIT), is a major national resource regarding the employment of persons who are deaf. NCED's five major functions are placement, employer development, training, continuing career development, and information services. Highlights of some of these functions include:

- Placement. Employment advisors assist students in the job search through intensive one-on-one interaction and classroom training in job search techniques. NTID has developed a text to facilitate this pre-employment training.
- Training. In-depth instruction regarding the implications of deafness for employment is presented to employers in two training programs called *Working Together: The Manager and the Hearing Impaired Worker, and Train The Trainer: An Employer Training Program*. For more information or details about any of the programs of NCED, contact Elizabeth Ewell, National Center on Employment of the Deaf, NTID/RIT, One Lomb Memorial Drive, Rochester, NY 14623. (716) 475-6834, voice or TDD.

Epilepsy Foundation of America - Employment Services Network

The Epilepsy Foundation of America (EFA) aims to increase employment opportunities for persons with epilepsy through its national network of employment programs. EFA's central program is the **Training and Placement Service (TAPS)** National Project, which has been in existence through Department of Labor funding since 1976. TAPS is situated in 13 cities (Atlanta, Miami, Kansas City, Trenton/Newark, Los Angeles, Washington, Rochester, Portland,(Oregon and Maine), Minneapolis/St. Paul, Denver, Pittsburgh, and San Antonio.) TAPS emphasizes pre-employment job search training, with specific attention to epilepsy and employment issues, and peer and counselor support during a self-directed job search. EFA also sponsors a network of Coelho Jobs Centers, funded through the Coelho Jobs Fund which was created in 1986 by former Congressman Tony Coelho. Some of the centers utilize the TAPS model, while others use new approaches to providing employment assistance to individuals with seizure disorders. Jobs Centers operate as information and referral centers for participants, guiding them to employment assistance programs, training services, and competitive opportunities. The Skills Training and Employment Preparation Service (STEPS) model is provided for individuals more severely disabled by their seizure disorder and offers a continuum-based approach to job preparation and placement. TEEN WORK offers specialized employment services for teens with epilepsy with complimentary parent education. Coelho Jobs Centers operate in New Orleans, Annapolis, San Diego, Birmingham, Chicago, Houston, Mobile, Oakland, Memphis, Cleveland, and Garden City, NY; Janesville, WI; Rockford, IL; , and Collingswood, NJ. For information about all of these programs sponsored by EFA, and the network of affiliated programs which have developed with local funding support contact Jim Troxell, Director, Employment and Training Services, 4351 Garden City Drive, Landover, MD 20785. (301) 459-3700.

RESOURCE PERSONS

In addition to the contact people for programs covered above, the HEATH Resource Center has identified the following people who have experience with career planning and employment for postsecondary students with disabilities and are willing to answer inquiries or discuss program planning and implementation.

Carol Dunlap, National Director
Projects With Industry
Electronic Industries Foundation
1901 Pennsylvania Avenue, NW,
Suite 700
Washington, DC 20006
(202) 457-4913

Brenda Hameister
Office of Disability Services
Pennsylvania State University
105 Boucke Building
University Park, PA 16802
(814) 863-1807

Kent Kloepping
David Corsi
University of Arizona
Second and Cherry Street
Tucson, AZ 85721
(602) 621-5227

James Schneider, Executive Director
CAREERS & the disABLED
44 Broadway
Greenlawn, NY 11740
(516) 261-8917

Kay F. Schriner
Richard T. Roessler
Arkansas Research and Training
Center in Vocational Rehabilitation
University of Arkansas
346 W. Avenue Annex
Fayetteville, AR 72701
(501) 575-3658

Anita Tritell
Career Development Services
140 Gordan Boulevard
Floral Park, NY 11001
(516) 437-9570

Jeff Vernooy, Associate Director
Handicapped Student Services
Wright State University
Dayton, OH 45435
(513) 873-2140

SELECTED ANNOTATED BIBLIOGRAPHY AND RESOURCES

Publications and Films

Careers & the disABLED: ***The career magazine for people with disabilities*** is a magazine that covers the subject of people with disabilities and the work place. Featured are

articles about products, "dressing for success," and employers who are recruiting persons with disabilities. Also included is a "free resume form" which is designed to help prospective employers and employees find one another through the magazine's office in Centerport, NY. Employers also place job announcements throughout the magazine and the magazine includes a collection of "success" stories. The magazine is published three times a year and is available for $8.00 a year with payments and $10.00 with invoice. Requests for subscription should be mailed to Equal Opportunity Publications, Inc. PO Box 202, Centerport, NY 11721.

Careers in Oceanography and Marine Related Fields, (1990) ***(A Special Edition with Emphasis on Opportunities for Sensory or Physically Disabled Persons)*** is a booklet which covers the topics of career opportunities, the employment outlook, financing education, and educational requirements for jobs. One chapter specifically focuses on information for persons with disabilities who are interested in these particular career tracks. The booklet covers all of the above topics thoroughly and offers a good summary of the profession for the person with or without a disability. It discusses the pros and cons of working in this profession and offers some job hunting tips and resources for the job seeker to contact. As each topic is discussed there is a special emphasis on disability, as well as specific resources listed for persons with disabilities. Single copies of this booklet are free and can be ordered by writing to The Oceanography Society, 1755 Massachusetts Avenue, NW, Suite 700, Washington, DC 20036-2102.

Career Opportunity News, a periodical published six times a year, covers many of the issues that affect today's career world. Some of the recent articles discussed changes in work in America, the status of women students in medicine, several book reviews, and other pertinent subjects. Although the publication is not disability-specific, it does have several resources that are directed towards a person with a disability and would be useful to someone entering or changing careers. To order, write Garrett Park Press, PO Box 190M, Garrett Park, MD 20896. Subscriptions range from one to three years and are $25 to $60 prepaid, and $30 to $65 if an invoice is required.

Career Perspectives: Interviews with Blind and Visually Impaired Professionals (1990), published by the American Foundation for the Blind, is a compilation of twenty personal accounts from people who are blind and visually impaired. They all share the experience of choosing a career, or several careers, and taking numerous steps to achieving their goals. The book also informs readers that people who are blind or visually impaired are not limited to stereotypical jobs. Among the twenty role models is a judge, a director of cardiopulmonary services, a clinical psychologist, an associate engineer, and a professor of communications law. This book is available in large print, cassette, and braille editions. **Career Perspectives** is available by prepaying $11.95 + $3 for postage and handling to the American Foundation for the Blind, Inc., 15 West 16th Street, New York, NY 10011. (212) 620-2143.

Choices: A Student Survival Guide for the 1990's (1989) by Byrna J. Fireside, is a compendium of work, internship, and travel opportunities for high school graduates. Chapters begin with a brief informational paragraph and are followed by several reports of both positive and negative aspects of the experiences of actual student participants, some of whom have disabilities, others of whom do not. While aimed at young people, **Choices** is an excellent resource for career/college advising offices, public libraries, and for anyone working with young people leaving high school or in college. **Choices** is available by prepaying $9.95 to Garrett Park Press, PO Box 190, Garrett Park, MD 20896. (301) 946-2553.

DETOURS: Biographies of Physically Disabled Achievers, by C.D. Abernathy (1990), is an annotated listing of "able disabled people who achieve, or are achieving, in spite of their disability." There are brief paragraphs about more than 100 men and women from Julius Caesar (100-44 bc) to Jim Abbott (1967-). The booklet would serve as a handy resource for disability awareness programs, as well as for individuals seeking commonalities with people for whom disabilities are detours to dreams and hopes of achievement. Readers can learn about the man who supervised the construction of the Brooklyn Bridge from his wheelchair, the pilot with no legs who helped save London during World War II, and the woman movie stunt person who is deaf. DETOURS is available by prepaying $7.95 to Teamsavers,. PO Box 3101, Salem, OR 97302.

Disabled, Female, and Proud! Stories of Ten Women with Disabilities by Harilyn Russo (1988) profiles the diverse lives of 10 women who have made different types of life choices. Each tells about her education and work, and how she got to where she is now. The jobs these women hold are clearly defined and span a variety of fields- math, science, art, business, human service, and community activism. Each woman relates the difficulties, prejudices, and barriers she faced and offers advice to the reader about how to overcome them. The book encourages career exploration and offers for consideration new choices for young readers with disabilities. **Disabled, Female, and Proud!** is available prepaid for $9.95 plus $3.50 postage and handling from Exceptional Parent Press, 605 Commonwealth Avenue, Boston, MA 02215. (617) 536-8961.

Employment Incentives Manual: How to Motivate Business to Hire Individuals with Disabilities (1985). This manual, developed as a part of the ACRES National Project on Transition of Rural Youth, provides information on

incentives for employers and businesses hiring persons with special needs. It contains an extensive listing of monetary incentives, such as tax credits and supplemental training funds. It describes program resources for job access and accommodation, job placement, computer training, employee incentives, and self-employment. Additional media and legislative resources are also provided. The Manual is available by prepaying $7.50 to ACRES from Phebe Schwartz, American Council on Rural Special Education, Western Washington University, Bellingham, WA 98225.

Getting Skilled, Getting Ahead, by James R. Myers and Elizabeth W. Scott (1989), is a book published by Peterson's Guides in cooperation with National Association of Trade and Technical Schools (NATTS). Written for the young person planning a future, it gives specific ideas about how to explore jobs available to skilled and unskilled workers, characteristics of private career schools and what they offer, "road maps" to finding out about training opportunities, and job profiles that describe occupations for which training is available. The book is available in bookstores (for $5.95), or in bulk (discounts for more than two copies) from Peterson's, 1-800-EDU-DATA. (In NJ, 609-243-9111).

How to Choose a Career . . . and a Career School for the Student with a Disability is a clear and concise starting place for the student considering training for a specific job. This pamphlet discusses salary, job demands and mobility, and licensing requirements as well as disability issues. It lists 107 jobs and how long it takes to learn them at career training schools accredited by the National Association of Trade and Technical Schools (NATTS). This six step guide to shopping for a career school gives the prospective student with a disability a list of sharply focused questions to ask while seeking a training program. Free from NATTS, PO Box 10429, Dept. DCC, Rockville, MD 20850.

The Impossible Takes a Little Longer, a 46 minute film/video produced by the National Film Board of Canada, portrays the varied textures of the personal and professional lives of four women with disabilities. Each developed creative solutions to frustrations encountered in the work place and at home caused by both their disability and by being women. They all had difficulty securing employment, being treated as a competent worker for career advancement, developing programmatic and technological accommodations for the job, as well as enjoying social interaction. Information presented in this film is relevant to all educational and occupational settings and is geared for high school, college, and adult audiences. It would be an asset to both disability awareness programs or woman's advocacy programs. The film is available for sale or rent, in film, VHS or U-matic format. For ordering information, contact Indiana University, Audio-Visual Center, Bloomington, IN 47405. (812) 855-8087.

Postsecondary Issues for Adults with Learning Disabilities, No. 11 Winter 1991, by Patricia L. Anderson, M.S. is a short article in **Postsecondary LD Network News** for the career counselor working with the student with a disability. The article focuses on the role of the career counselor, and how the counselor may be asked to take on many different roles depending on the individual needs of the student. Included in the article are ten recommended steps that focus on the "process of career counseling" as well as some resource books listed in the conclusion. **Postsecondary LD Network News** is published three times a year. Subscriptions are available at a rate of $20.00 per year for individuals and $30.00 per year for prepaid orders from a school or agency. Write **Postsecondary LD Network News**, Pappanikou Center on Special Education and Rehabilitation, The University of Connecticut, U-64, 249 Glenbrook Road, Storrs, CT 06269-2064.

Resource Directory of Scientists and Engineers With Disabilities, Second Edition, edited by Virginia W. Stern, Diane E. Lifton, and Shirley M.Malcom (1987), updates and expands the first edition (1978) to 950 scientists and engineers who have indicated their willingness to be a resource person. This well indexed listing is designed for consultants, speakers, role models, and peer reviewers. It could be especially valuable as a career counseling tool in high schools and colleges. It is available for $13.00 prepaid from Project on Science, Technology and Disability, American Association for the Advancement of Science, 1333 H Street, N.W., Washington, DC 20005. (202) 326-6672.

Take Charge: A Strategic Guide for Blind Job Seekers , 1989 by Rami Rabby and Diane Croft is a complete career guidance and resource book. Although it is written specifically for the job seeker who is blind, it can be used by other job seekers since it offers extensive advice on finding careers. The book takes the job seekers from the very beginnings of "Exploring the Possibilities" of careers through the resume , the interview process and on to "On-the-Job Success & Upward Mobility." Also listed in the end of the book are some publications and organizations that are helpful as resources to the job seeker. The book provides advice for a job seeker on how to put the employer at ease with the disability, and whether or not the disability should be disclosed before the interview. To order send a check for $23.95 to National Braille Press, 88 St. Stephen St., Boston, MA 02115

Weirded Out and Blown Away is a 43-minute documentary film which explores attitudes and challenges our perception of people with physical disabilities. Four career people who have disabilities are interviewed on screen. They include a fiction writer who is post-polio, a stage actor and a film producer with rheumatoid arthritis, and a psychotherapist with cerebral palsy.

The director, Sharon Greytak, offers both a professional and personal view on the subject of disability, as she is one of the persons interviewed. The film offers insights into the personal and social relationships of men and women, the relationship between sexuality and disability, social acceptability of physical disabilities, and particular issues encountered in job interviews. The documentary is definitely a consiousness-raising film for all audiences and can be skillfully used for training and/or discussion purposes. Distribution inquiries for preview, rental, or purchase should be made to The Cinema Guild, 1697 Broadway, New York, NY 10019. (212) 246-5522.

SELECTED ORGANIZATIONS

American Association for the Advancement of Science (AAAS)
Project on Science, Technology and Disability
1333 H Street, NW
Washington, DC 20005
(202) 326-6667, voice/TDD

The Project addresses the concerns of scientists and engineers with disabilities, and offers suggestions about improving accessibility of science programs for students with disabilities. A number of career-related publications are available, including the **Scientific and Engineering Societies: Resources for Career Planning**, ($6.00 prepaid to AAAS, Sales Department).

Association on Handicapped Student Service Programs in Postsecondary Education (AHSSPPE)
PO Box 21192
Columbus, OH 43221
(614) 488-4972, voice/TDD

AHSSPPE is a national nonprofit organization of over 1200 members from over 800 institutions of higher education committed to promoting full participation of individuals with disabilities in college life. Information sharing is a key element of their goal to upgrade the quality of services available to disabled students. Membership benefits include annual conferences, **ALERT, Journal of Postsecondary Education and Disability**, and many publications relevant to careers. AHSSPPE also sponsors fifteen Special Interest Groups including one on career planning/placement.

ERIC Clearinghouse on Adult, Career, and Vocational Education
1900 Kenny Road
Columbus, OH 43210
(614) 486-3655 or (800) 848-4815

ERIC (Education Resource Information Center) is an information system sponsored by the National Institute of Education within the Department of Education. The ERIC Clearinghouse on Adult, Career and Vocational Education provides information dealing with several aspects of career development, including attitudes, self-knowledge, and specific occupational and vocational skills. ERIC provides information regarding individuals with disabilities in any of these areas, including career education. The Clearinghouse staff conducts (for a fee) custom computer searches of its ERIC data base. It also provides many useful publications, including bibliographies, and resource guides on topics of current interest.

National Rehabilitation Information Center (NARIC)
8455 Colesville Road, Suite 935
Silver Spring, MD 20910
(301) 588-9284 or (800) 346-2742, both voice/TDD

NARIC is a library and information center on disability and rehabilitation funded by the National Institute on Disability and Rehabilitation Research to collect and disseminate information. NARIC's library contains materials on all aspects of physical and mental disabilities. Information specialists provide quick reference and referral services, searches of NARIC's database, REHABDATA, and photocopies of documents. **NARIC Quarterly** and other publications are available free by request.

The Research and Training Center on Independent Living at the University of Kansas offers a catalogue of materials, some of which pertain to issues of employment of persons with disabilities. The center "produces materials developed from preliminary studies, research reports, and training activities" which are available both in print and on audio casette. The section on employment includes titles such as **Teaching Employment Interview Skills to Unemployed Adults**, and **Learning Job-Finding Skills**. The catalogue is available by writing to: The Research & Training Center on Independent Living (RTC/IL), 4089 Dole, University of Kansas, Lawrence, KS 66045-2930. (913) 864-4095.

August 1991. Robin Deykes and Katherine Anthony updated this version from material previously published by HEATH.

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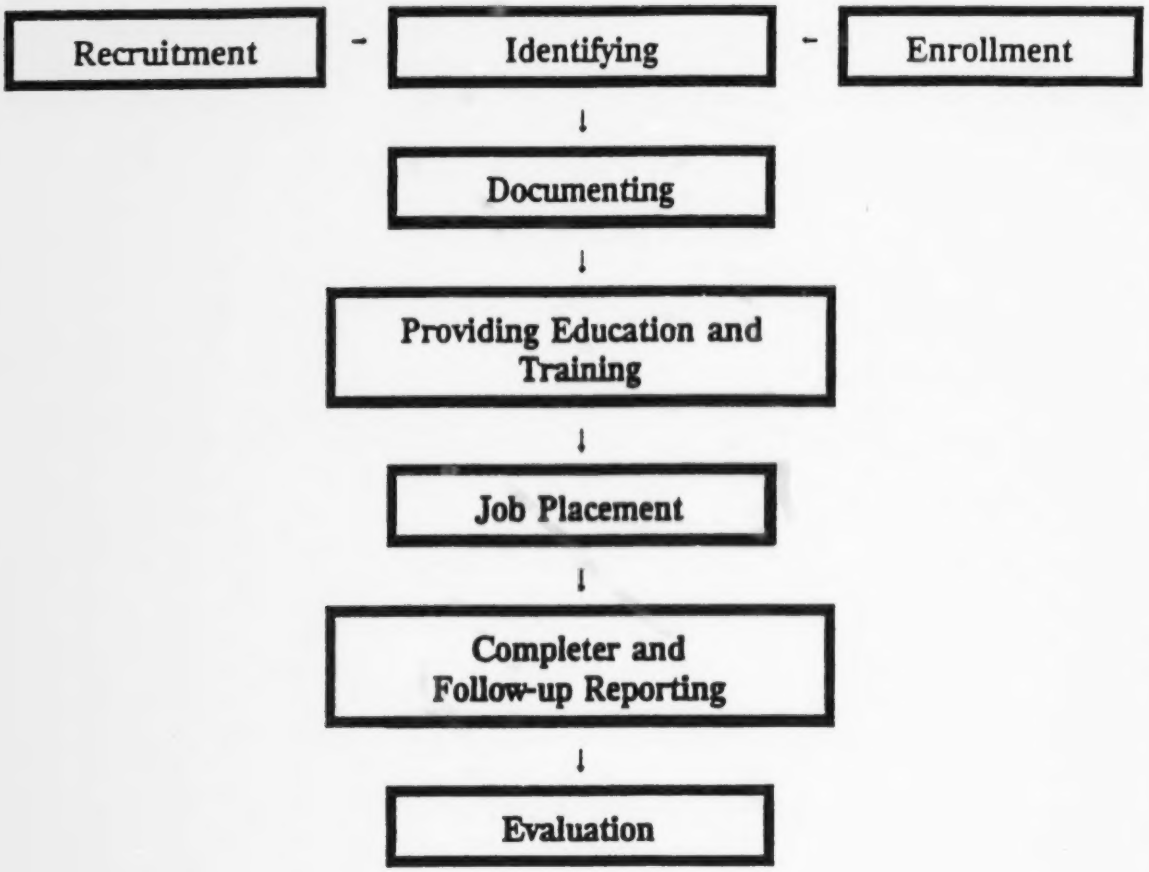
APPENDIX P:
TRACKING SPECIAL POPULATIONS

2.7-1

Tracking
Special Populations



APPENDIX Q:
GENERAL TRACKING OF SPECIAL POPULATIONS

c. A control system shall be in effect to insure adequate safeguards to prevent loss, damage, or theft of the equipment. Any loss, damage, or theft of equipment shall be investigated and fully documented.

d. Adequate maintenance procedures shall be implemented to keep the equipment in good working condition.

e. Where equipment is to be sold and the federal government is to have a right to part or all of the proceeds, selling procedures shall be established which will provide for competition to the extent practicable and result in the highest possible return.

2.7 Serving eligible participants (Title II)

2.7-1 General Tracking of Special Populations

Each special population to be served under Title II requires unique information, but all special populations share a general method of tracking. The flow chart on the preceding page illustrates the general process.

In support of the programs, a partially or fully funded Special Population Coordinator and Sex Equity Coordinator could be employed. One individual can have both responsibilities. The functions of the Coordinators are in Appendix G.

2.7-2 Required Systems

In order for the PSI to request federal monies under any category of the act the following systems are required:

a. A system for identifying, determining eligibility, documenting, and tracking special populations;

b. A system of core standards and measures of performance;

c. A system to assess program quality; and

d. A system to evaluate the effectiveness of the program conducted.

Example:
At the local level, identification for meeting eligibility criteria may be done during registration, orientation, or when services are requested from the student services staff, counselors, or guidance personnel. Once a student has been identified as meeting any one or more of the special population eligibility criteria, formal documentation is recorded. A

student is assigned to one (or more) categories, i.e., economically disadvantaged. Either manual or automated tracking should follow. Appropriate services are provided for the student so that successful technical and vocational education may occur.

2.7-3 Required Documentation

General documentation required for individuals enrolled in technical and vocational education programs:

a. Eligibility documentation;

b. Vocational interest and aptitude prior to enrollment in and selection of vocational and technical program;

c. Provision of special services based on needs identified by vocational assessment; and

d. Guidance and counseling activities conducted by counselors.

Examples:

Recruitment, career development, vocational assessment, and school-to-work transition services and activities, placement and tracking.

2.7-4 Documentation of Federal Funds for Monitoring Purposes

a. Maintain documentation of the number of vocational students identified for each special population category and the supplemental services provided for each student.

b. Maintain separate files relating to the following funding activities:

(1) Proposed expenditures;

(2) All equipment and software packages purchased listed with cost, category to be served and location of use by campus;

(3) All approved Coordinating Board equipment schedules; a copy of each purchase order and bill;

(4) Documentation showing proof of competitive bidding procedure followed; and

(5) Documentation by program showing the number of special populations in each category.

APPENDIX R :
SAMPLE OF ON TRACK REPORT

```
11  STUDENT SERVICES TRACKING
  INST: 01
SCREEN: __   SID:          .  SERVICE AREA: ALL   TEST CODE: _____
                                SELECTED: ***  ALL SERVICE AREAS  ***

  SRVC              TIME  TIME  SRVC
* AREA   DATE        IN    OUT  TYPE   --------- COMMENTS ---------------------
_ GCSS 03-30-92    12:00 12:15 AC
_ GCSS 04-02-92    12:00 12:35 CC      ACAD.,CAREER,& FIN AID ASSISTANCE
_ GCSS 04-09-92    12:15 12:30 CC      JOB-O CAREER ASSESMENT GIVEN
_ GCSS 04-23-92    12:00 12:20 AC
_ GCSS 06-22-92    12:10 12:30 AC      FINANCIAL AID FORMS
_ GCSS 08-31-92    11:08 11:20 AC
_ GCSS 09-03-92    10:50 11:05 AC      TUTOR ASSIGNED
_ GCSS 09-21-92    08:25 09:15 AC      CHANGED ENGLISH TUTORS
_ GCSS 09-23-92    17:00 17:20 AC      TUTORING CONTRACT ADDITION
_ GCSS 10-06-92    10:55 11:20 AC
_ GCSS 10-14-92    13:00 13:20 AC
_ GCSS 10-21-92    14:05 14;15 AC      CONTRACT RENEWAL
_ GCSS 10-30-92    12:00 12:15 AC
_ GCSS 11-13-92    11:25 11:35 AC
_ GCSS 12-02-92    12:36 12:50 AC
* A=ADD, D=DEL, U=UPDATE         PF7=PAGE BACK      PF8=PAGE FWD          PF3=EXIT


11  STUDENT SERVICES TRACKING
  INST: 01
SCREEN: __   SID:            SERVICE AREA: ALL   TEST CODE: _____
                                SELECTED: ***  ALL SERVICE AREAS  ***

  SRVC              TIME  TIME  SRVC
* AREA   DATE        IN    OUT  TYPE   --------- COMMENTS ---------------------
_ GCWC 08-14-91    09:00 09:30 FACG    F '91
_ GCWC 08-14-91    09:00 09:30 AC      F '91
_ GCWC 09-17-91    09:00 12:00 WK      BEGAN
_ GCWC 10-17-91    09:00 10:00 SW
_ GCWC 10-21-91    09:00 10:00 CC
_ GCWC 10-24-91    09:00 09:30 AC      SP '92
_ GCWC 11-07-91    09:00 09:30 FACG    SP '92
_ GCWC 12-03-91    09:00 12:00 WK      ENDED
_ GCWC 02-27-92    09:00 10:00 FACG
_ GCWC 05-11-92    09:00 09:30 SW
_ GCWC 07-14-92    09:00 09:30 SW
_ GCWC 07-30-92    09:00 09:30 AC
_ GCWC 07-22-92    09:00 09:30 AC      FALL'92
_ GCWC 11-23-92    09:00 09:30 AC      COUNSELING CARD SPRING '93
_ GCWC 01-13-92    09:00 09:30 CC
* A=ADD, D=DEL, U=UPDATE         PF7=PAGE BACK      PF8=PAGE FWD          PF3=EXIT
```

R-1

```
11  STUDENT SERVICES TRACKING
  INST: 01
SCREEN: __   SID:            SERVICE AREA: ALL   TEST CODE: _____
```

```
  SRVC              TIME  TIME  SRVC
* AREA   DATE        IN    OUT  TYPE   --------- COMMENTS ----------------------
_ SS    03-04-92    13:40 14:30 AC     TUTORING CONTRACT SIGNED
_ SS    03-23-92    14:05 14:15 AC     ICAN STUDENT
_ SSAT  10-21-91    09:00 12:00 AF
_ SSFA  04-21-92    08:15 08:30 FA
_ SSFA  05-22-92    08:15 08:30 FA
_ SSFA  10-09-92    15:15 15:30 SC     PELL
_ SSSS  03-06-92    11:00 11:50 TUT    TUTORING FOR ENGLISH 1301
_ SSSS  03-09-92    11:00 11:50 TUT    TUTORING FOR ENGLISH 1301
_ SSSS  03-11-92    11:00 11:50 TUT    TUTORING FOR ENGLISH 1301
_ SSSS  03-16-92    11:00 11:50 TUT    TUTORING FOR ENGLISH 1301
_ SSSS  03-18-92    11:00 11:50 TUT    TUTORING FOR ENGLISH 1301
_ SSSS  03-20-92    11:00 11:50 TUT    TUTORING FORENGLISH 1301
_ SSSS  03-23-92    11:00 11:50 TUT    TUTORING FOR ENGLISH 1301
_ SSSS  03-30-92    11:00 11:50 TUT    TUTORING FOR ENGLISH 1301
_ SSSS  04-01-92    11:00 11:50 TUT    TUTORING FOR ENGLISH 1301
* A=ADD, D=DEL, U=UPDATE        PF7=PAGE BACK      PF8=PAGE FWD          PF3=EXIT


11  STUDENT SERVICES TRACKING
  INST: 01
SCREEN: __   SID:  .          SERVICE AREA: ALL   TEST CODE: _____
                                SELECTED: ***  ALL SERVICE AREAS  ***

  SRVC              TIME  TIME  SRVC
* AREA   DATE        IN    OUT  TYPE   --------- COMMENTS ----------------------
_ SSSS  04-03-92    11:00 11:50 TUT    TUTORING FOR ENGLISH 1301
_ SSSS  04-06-92    11:00 11:50 TUT    TUTORING FOR ENGLISH 1301
_ SSSS  04-06-92    11:00 11:50 TUT    TUTORING FOR ENGLISH 1301
_ SSSS  04-08-92    11:00 11:50 TUT    TUTORING FOR ENGLISH 1301
_ SSSS  04-08-92    11:00 11:50 TUT    TUTORING FOR ENGLISH 1301
_ SSSS  04-10-92    11:00 11:50 TUT    TUTORING FOR ENGLISH 1301
_ SSSS  04-10-92    11:00 11:50 TUT    TUTORING FOR ENGLISH 1301
_ SSSS  04-13-92    11:00 11:50 TUT    TUTORING FOR ENGLISH 1301
_ SSSS  04-13-92    11:00 11:50 TUT    TUTORING FOR ENGLISH 1301
_ SSSS  04-15-92    11:00 11:50 TUT    TUTORING FOR ENGLISH 1301
_ SSSS  04-15-92    11:00 11:50 TUT    TUTORING FOR ENGLISH1301
_ SSSS  04-17-92    11:00 11:50 TUT    TUTORING FOR ENGLISH 1301
_ SSSS  04-20-92    11:00 11:50 TUT    TUTORING FOR ENGLISH 1301
_ SSSS  04-22-92    11:00 11:50 TUT    TUTORING FOR ENGLISH 1301
_ SSSS  04-24-92    11:00 11:50 TUT    TUTORING FOR ENGLISH 1301
* A=ADD, D=DEL, U=UPDATE        PF7=PAGE BACK      PF8=PAGE FWD          PF3=EXIT


11  STUDENT SERVICES TRACKING
  INST: 01
SCREEN: __   SID:             SERVICE AREA: ALL   TEST CODE: _____
                                SELECTED: ***  ALL SERVICE AREAS  ***

  SRVC              TIME  TIME  SRVC
* AREA   DATE        IN    OUT  TYPE   --------- COMMENTS ----------------------
_ SSSS  04-27-92    11:00 11:50 TUT    TUTORING FOR ENGLISH 1301
_ SSSS  04-29-92    11:00 11:50 TUT    TUTORING FOR ENGLISH 1301
_ SSSS  05-01-92    11:00 11:50 TUT    TUTORING FOR ENGLISH 1301
_ SSSS  05-04-92    11:00 11:50 TUT    TUTORING FOR ENGLISH 1301
_ SSSS  05-06-92    11:00 11:50 TUT    TUTORING FOR ENGLISH 1301
_ SSSS  05-08-92    11:00 11:50 TUT    TUTORING FOR ENGLISH 1301
_ SSSS  04-03-92    11:00 11:50 TUT    TUTORING FOR ENGLISH 1301
_ SSWC  08-26-91    09:00 09:15 TX R-2 F '91
_ SSWC  09-23-91    09:00 09:15 TX     ISSUED 2 WEEKS - PROJECT ACCESS
```

APPENDIX S:
LONE STAR TRACKING AND EVALUATION SURVEY

LONESTAR TRACKING AND EVALUATION SURVEY

Directions:
This survey is designed to help us better understand and evaluate the needs of all students at this institution. Your answer will help ensure that our current programs and services remain sensitive to your needs and those of other students. Your responses to this survey will be **strictly confidential. Please use a soft lead pencil** (#2) to fill in the boxes. **Do not use a ball point pen.** Please complete each item and return this survey to a counselor for review with your other registration materials.
Thank you in advance for helping us with this important information.

DATE					
MONTH		DAY		YEAR	
○J ○N		○0		○0	○0
○F ○D		○1	○1	○1	○1
○M		○2	○2	○2	○2
○A		○3	○3	○3	○3
○M			○4	○4	○4
○J			○5	○5	○5
○J			○6	○6	○6
○A			○7	○7	○7
○S			○8	○8	○8
○O			○9	○9	○9

BACKGROUND INFORMATION

Begin by filling in your name, home address, and telephone number in Section A. Next, write your Social Security number (Identification Number) in the large boxes in Section B. Complete the remaining sections by selecting the single most appropriate response position in each case, unless otherwise instructed.

A NAME, HOME ADDRESS, AND TELEPHONE NUMBER

NAME

STREET ADDRESS

CITY STATE ZIP CODE

HOME PHONE & AREA CODE

B SOCIAL SECURITY NUMBER *

○0 ○0 ○0 ○0 ○0 ○0 ○0 ○0 ○0
○1 ○1 ○1 ○1 ○1 ○1 ○1 ○1 ○1
○2 ○2 ○2 ○2 ○2 ○2 ○2 ○2 ○2
○3 ○3 ○3 ○3 ○3 ○3 ○3 ○3 ○3
○4 ○4 ○4 ○4 ○4 ○4 ○4 ○4 ○4
○5 ○5 ○5 ○5 ○5 ○5 ○5 ○5 ○5
○6 ○6 ○6 ○6 ○6 ○6 ○6 ○6 ○6
○7 ○7 ○7 ○7 ○7 ○7 ○7 ○7 ○7
○8 ○8 ○8 ○8 ○8 ○8 ○8 ○8 ○8
○9 ○9 ○9 ○9 ○9 ○9 ○9 ○9 ○9
○N

IF YOU ARE A FORMER STUDENT--GO TO ITEM S--ON BACK

* OR NUMBER ASSIGNED BY BRAZOSPORT COLLEGE

C DATE OF BIRTH

MONTH		DATE		YEAR	
○J	○N	○0		○0	○0
○F	○D	○1	○1	○1	○1
○M		○2	○2	○2	○2
○A		○3	○3	○3	○3
○M			○4	○4	○4
○J			○5	○5	○5
○J			○6	○6	○6
○A			○7	○7	○7
○S			○8	○8	○8
○O			○9	○9	○9

D RACIAL/ETHNIC GROUP

- ○ White, non-Hispanic
- ○ Black, non-Hispanic
- ○ Hispanic
- ○ Asian or Pacific Islander
- ○ American Indian or Alaskan Native
- ○ Non Resident Alien

G GENDER

- ○ Male
- ○ Female

E MARITAL STATUS

- ○ Single, never married
- ○ Married
- ○ Divorced/Separated
- ○ Widow/Widower

H THE NUMBER OF DEPENDENTS SUPPORTED BY YOU

- ○ Zero
- ○ One
- ○ Two
- ○ Three
- ○ Four
- ○ Five
- ○ Six
- ○ Seven
- ○ Eight or More

F HOW LONG DO YOU PLAN ON BEING ENROLLED AT BRAZOSPORT COLLEGE? (Select one)

- ○ One Semester
- ○ Two Semesters
- ○ One Year
- ○ Two Years
- ○ Three Years
- ○ Four Years
- ○ Five Years
- ○ More than 5 Years

I ARE YOU CURRENTLY REPORTED AS A "DEPENDENT" FOR INCOME TAX PURPOSES BY A PARENT OR GUARDIAN?

- ○Y
- ○N

J FROM WHAT TYPE OF CURRICULUM DID YOU TAKE MOST OF YOUR HIGH SCHOOL COURSEWORK?

- ○ Standard
- ○ College Track
- ○ Honor's track
- ○ Cert. of Attendance
- ○ GED
- ○ No High School Award

K WHAT IS YOUR RESIDENCE CLASSIFICATION AT THE BRAZOSPORT COLLEGE?

- ○ In-District resident
- ○ In-State resident but not In-District
- ○ Out-of-State Student
- ○ International Student (Non U.S. Citizen)

S-1

SCANTRON FORM NO. 25500-BC

FEED THIS DIRECTION

L SOCIAL SECURITY NUMBER

0 0 0 0 0 0 0 0 0
1 1 1 1 1 1 1 1 1
2 2 2 2 2 2 2 2 2
3 3 3 3 3 3 3 3 3
4 4 4 4 4 4 4 4 4
5 5 5 5 5 5 5 5 5
6 6 6 6 6 6 6 6 6
7 7 7 7 7 7 7 7 7
8 8 8 8 8 8 8 8 8
9 9 9 9 9 9 9 9 9
N

M WHAT IS YOUR CURRENT EMPLOYMENT STATUS?

- ☐ Employed Outside the Home Full-Time (35 or more hours per week)
- ☐ Employed Outside the Home Part-Time
- ☐ Homemaker
- ☐ Seeking Work, Not Employed
- ☐ Not Seeking Work, Not Employed

N WHAT PREVIOUS COLLEGE/INSTITUTE EXPERIENCE HAVE YOU HAD PRIOR TO ENTERING BRAZOSPORT COLLEGE?

- ☐ None
- ☐ Some Postsecondary Awards
- ☐ Postsecondary Award, Certificate or Diploma
- ☐ Associate Degree
- ☐ Bachelor's Degree
- ☐ Master's Degree
- ☐ Doctoral Degree
- ☐ First-Professional Degree

O FOR WHAT PRIMARY PURPOSE WILL YOU ENTER BRAZOSPORT COLLEGE? (Select one option only)

- ☐ Get a job
- ☐ Improve skills needed in current job
- ☐ Get a better job
- ☐ Maintain licensure
- ☐ Earn a certificate
- ☐ Earn a two year degree
- ☐ Earn credit to apply to a four year degree elsewhere (transfer)
- ☐ Achieve Certification
- ☐ Earn Teaching Certificate
- ☐ Personal Enrichment
- ☐ Other

P WHAT IS THE HIGHEST LEVEL OF EDUCATION ATTAINED BY YOUR:

	Father	Mother
A high school graduate	☐	☐
Not a high school graduate	☐	☐
Some college or associate degree	☐	☐

Q DO YOU BELONG TO ANY OF THE FOLLOWING POPULATIONS WHILE ATTENDING BRAZOSPORT COLLEGE?

- ☐ Active Military
- ☐ GED
- ☐ ESL
- ☐ Concurrent High School Student

R DO YOU HAVE DIFFICULTY SPEAKING OR UNDERSTANDING ENGLISH?

☐ Yes ☐ No

FEED THIS DIRECTION

S PLEASE MARK IF ANY OF THE FOLLOWING APPLY TO YOU:

Handicapped Check all that apply

- ☐ Physical
- ☐ Visual
- ☐ Hearing
- ☐ Speech
- ☐ Orthopedically impaired
- ☐ Mentally retarded
- ☐ Emotionally disturbed
- ☐ Legally blind
- ☐ Deaf

Academically Disadvantaged

- ☐ I have failed to attain minimal academic competencies (placed in remedial instruction or on academic probation).
- ☐ I scored below the minimum passing score on the TASP or MAPS placement exam.

Financially Disadvantaged

- ☐ I have an annual income at or below the current federal poverty line. (Eligible for food stamps.)
- ☐ I have received a Pell Grant or comparable state need-based financial assistance.
- ☐ I am eligible for assistance under Title II of the Job Training Partnership Act.

- ☐ Limited English Proficiency--I was not born in the United States and my native language is a language other than English or I come from an environment where a language other than English is dominant.
- ☐ Single Parent--I am unmarried or legally separated and have minor children for which I either have custody or joint custody.
- ☐ Homemaker--I am an adult who has worked primarily without pay to care for the home/family and have diminished job skills.

To the best of my knowledge, the information provided is true and applicable to me.

S-2

Student's Signature _____ Verified by _____

NOTES

1. Mel Barlow, "1917-1992: A Vocational Education Era," *Vocational Education Journal*, (February 1992): 30-32.

2. Texas Higher Education Coordinating Board Community and Technical Colleges Division, *Technical Assistance Guide (TAG) for Planning and Reporting Programs in Postsecondary Vocational Education Under the Carl D. Perkins Vocational and Applied Technology Education Act*, (1992): 4.

3. "Current Language" Reprint from *Information From Heath*, (Jan.-Feb. 1991).

4. Cathy Henderson, "College Freshmen with Disabilities: A Statistical Profile," published by the HEATH Resource Center (August 1992).

5. Schmelter, Aptaker & Shepard, P.C., *ADA Audit, Transition Plan, and Policy Statement for Higher Education, Compliance Requirements and Deadline*, (1992).

6. Karen V. Unger,"Adults With Psychiatric Disabilities On Campus," HEATH Resource Paper,(Spring 1992): 2.

7. Texas Higher Education Coordinating Board Community and Technical Colleges Division, *Technical Assistance Guide (TAG) for Planning and Reporting Programs in Postsecondary Vocational Education Under the Carl D. Perkins Vocational and Applied Technology Education Act*, (1992): Section B, 44.

8. Schmelter, Aptaker & Shepard, P.D., *ADA Audit, Transition Plan, and Policy Statement for Higher Education, Compliance Requirements and Deadlines*, (1992).

9. Texas Higher Education Coordinating Board Community and Technical Colleges Division, *Technical Assistance Guide (TAG) for Planning and Reporting Programs in Postsecondary Vocational Education under the Carl D. Perkins Vocational and Applied Technology Education Act*, (1992): 5.

Selected Resources

Listed below is a combination of selected readings, plus lists of associations and organizations, which may or may not be covered in other sections of this Workbook. This is not inclusive, however, and Coordinators are encouraged to expand this list and keep it updated.

Advocacy, Inc.
1-800-223-4206

AHEAD (Association of Higher Education and Disability)
P.O. Box 21192, Columbus, OH 43221

American Council of the Blind of Texas
4320 Bull Creek Rd., Ste. 115
Austin, TX 78731

American Foundation for the Blind
15 West 16th Street
New York, NY 10011

American Foundation for the Blind, Southwest Region (booklets "Lou Vision Questions and Answers: Definitions, Devices, and Services")
260 Treadway Plaza, Exchange Park
Dallas, TX 75235
(214)352-7222

American Paralysis Association (national office)
500 Morris Avenue
Springfield, NJ 07081
1-800-225-0292

Americans With Disabilities Handbook
EEOC and DOL
Superintendent of Documents
Mail Stop SSOP
Washington, D.C. 20402-9328
Also available at government bookstore in Dallas

CIL (Center for Independent Living, Inc.) and Closer Look ("Taking Charge of Your Life" - A Guide to Independence for Teens with Physical Disabilities)
Berkeley, CA

Department of Education (list of independent living programs)

Clearinghouse on the Handicapped
400 Maryland Avenue S.W., Rm. 3106
Switzer Bldg.
Washington, D.C. 20202

Department of Health and Human Services, Region VI ("Your Rights As A Disabled Person" booklet)
1200 Main Tower Bldg.
Dallas, TX 75202

Family to Family Network ("The Network News" Newsletter)
4101 Greenbriar, Ste. 307
Houston, TX 77098
(713)520-9471

Handicapped Requirements Handbook
Thompson Publishing Group
1725 K Street NW, Ste. 200
Washington, D.C. 20006

Houston Area Rehabilitation Association
P.O. Box 131133
Houston, TX 77219-1133

Provides rehabilitation services directory.

Houston Taping for the Blind
3935 Essex Lane
Houston, TX 77027
(713)622-2767
For people with several visual impairments.

Human Ware, Inc. (Human Awareness Newsletter and a newsletter for computerized equipment for the visually impaired)
Southwest Region
6002 Cary Drive
Austin, TX 78757
1-800-722-3393
Information Center of National Easter Seal Society(for 25 cents, will send list of publications on learning disabilities)
2023 W. Ogden Avenue
Chicago, IL 60612

National Clearing House on Postsecondary Education for Individuals With Disabilities and American Council on Education (Information From HEATH Newsletter)
One Dupont Circle, Ste. 800
Washington, D.C. 20036-1193

National Displaced Homemakers Network ("Network News" Newsletter)
1625 K Street NW, Ste. 300
Washington, D.C. 20006
(202)467-NDHN

Neuhaus Education Center ("Neuhaus News" Newsletter)
W. Oscar Neuhaus Memorial Foundation
3131 W. Alabama, Ste. 208
Houston, TX 77098
Non-profit foundation serving as a teacher training institute and resource for parental consultation and adult education (primarily students with language learning differences, especially dyslexia).

President's Committee on Employment of People With Disabilities ("Newsbrief" publication)
1331 F Street NW
Washington, D.C. 20004-1107

Recording for the Blind ("Recording for the Blind News" - Learning Through Listening Newsletter)
20 Roszel Rd.
Princeton, NJ 08540
(609)452-0606
Non-profit service organization that provides recorded educational books free on loan to blind and other print-disabled people.

Relay Texas
1-800-735-2988 or 1-800-735-2989
Authorized by the Texas Legislature in 1989 to provide access to telephone network to Texans who are visually, hearing, or speech impaired.

Self-Determination Curriculum Project ARC of the United States
Department of Research and Program Services
2501 Avenue J
Arlington, TX 76006
(817)640-0204
Funded by the U.S. Dept. of Education. The project's goals are to teach young people with mental retardation the steps necessary for making their own decisions, and develop a curriculum to use in working with the students.

Dalke, Connie Logan, PhD. Support Programs in Higher Education for Students With Disabilities - Access For All. Aspen Publishers, Inc., Gaithersburg, MD., 1991.

Texas Council on Disabilities
4900 N.Lamar
Austin, TX 78751-2316
(512)483-4353

Texas Paralyzed Veterans Association ("The Speedy Gazette" Newsletter)
805 Chelsea Blvd., Ste. B
Houston, TX 77002
1-800-933-4261
Also in San Antonio, Southeast Texas, and Austin

Texas Rehabilitation Commission (brochure from Vocational Rehabilitation Division on Groups Served, Services, and Eligibility; also brochure "School Program" P-KH-12/90)
4900 N. Lamar Blvd.
Austin, TX 78751-2316
(512)483-4000

Texas State Library, Division for the Blind and Physically Disabled
1-800-252-9605

The Association for Children With Learning Disabilities (ACLD) (referral to nearest Chapter)
4156 Library Rd.
Pittsburgh, PA 15234

The Institute for Rehabilitation and Research
1333 Moursund (in the Texas Medical Center)
(713)797-5945
Publish a newsletter that connects persons with physical disabilities through the sharing of information and ideas.

The Lighthouse of Houston
3530 W. Dallas
P.O. Box 130435
Houston TX 77219-0435
(713)284-8485

The Rehabilitation Foundation
405 W. Forrest
Deer Park, TX 77536
(713)479-1445

Non-profit organization designed to act as employment agency for the disabled.

U.S. Department of Health and Human Services (SSA Publication No. 05-11000 July 1990 ICN480200 and SSA Publication No. 05-10029 January 1990 ICN456000)
Social Security Administration
Baltimore, MD 21235

The Americans With Disabilities Act (ADA) prohibits discrimination on the basis of disability in employment (Title I), State and local government services and transportation (Title II), Public Accommodations (Title III), and Telecommunications (Title IV).

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TX93PD29

PRESENTER'S MANUAL

"Personnel Development For Staff Delivering Special Population Services"

March 3, 1993	**Kilgore College**
March 5, 1993	**San Antonio College**
March 30, 1993	**TSTC-Waco**
April 7, 1993	**Bill J. Priest Institute**
April 13, 1993	**Midland College**
April 16, 1993	**San Jacinto College-South**
April 20, 1993	**El Paso Community College**
April 23, 1993	**TSTC-Amarillo**

Presenters:

Dr. Adelina Silva	**San Antonio College**
Mr. Thomas Hoy	**San Antonio College**

Sponsored By:
The Texas Higher Education Coordinating Board
Community and Technical College Division

Funding Source:
Carl D. Perkins Vocational and Applied Technology Education Act

Project Staff:
Texas State Technical College-East Texas Center

Project Administrator:	**Dr. Jack Foreman**
Project Director:	**Ms. Sandy Speed**

Project Advisory Committee:

Ms. Charlotte Bullard	**Grayson County College**
Ms. Nancy Davis	**Lamar University Institute of Technology**
Dr. Vickie Geisel	**Tyler Junior College**
Mr. Mark Warren	**Northeast Texas Community College**
Ms. Frances Worthey	**Texas State Technical College, Waco**
Ms. Claudia Henderson	**Lone Star Steel Company**

The Coordinating Board Staff:
Dr. Anna Auvenshine, Associate Program Director

Project Evaluator:

Dr. Bill E. Lovelace	**University of North Texas**

8:30 - 8:35 **INTRODUCTIONS**

President, Dean, or other key official of college

Welcome participants to campus and introduce Local Contact Person.

NOTE: ***Agenda, Workshop Materials, including Evaluation, will be handed out at registration table.***

8:35 - 8:45 ***Read script, making adjustments as appropriate.***

Local Contact Person

Briefly review agenda (make sure everyone has an agenda), restroom locations, lunch location, smoking rules, other building rules, availability of telephones, etc. Introduce any members of Project Advisory Committee (PAC) and Coordinating Board personnel present, plus Project Director. Much of the workshop includes group participation and learning from each other as well as from workshop materials. Presenters will act as resource persons during group sessions. Pre- and Post-Tests will be given so participants can check their own levels of knowledge.

Lunch will be provided on-campus and will give participants time to network. Interagency Panel after lunch primarily providing opportunity to ask specific questions, rather than presentations. Select agency representatives were sent a questionnaire which will be handed out prior to that session. Case study assignments, again, will provide opportunity to group participants and work through actual situations that may be encountered on-campus.

An important part of any workshop is the evaluation process. Participants are encouraged to complete pertinent sections throughout the day, then remainder before leaving. At end of day, there will be time for last minute questions, wrap-up of unresolved issues, and certification documentation. Taking highlights from their VITA's, introduce Dr. Adelina Silva, Key Presenter and Mr. Thomas Hoy, her Co-Facilitator. Then turn program over to Dr. Silva.

8:45 - 9:00 **PRE-TEST**

Dr. Silva

Handout Pre-Test. Have participants glance at questions and ask if any clarification needed.

There is no need to spend an excessive amount of time on Pre-Test; it is for their review and to be used as their guideline for information they will want to take back with them.

When participants completed with Pre-Test, they are to be picked up for review of knowledge levels by Presenters.

9:00 - 9:45
Dr. Silva/Mr. Hoy

OVERVIEW OF PERKINS, SPECIAL POPULATIONS COORDINATOR JOB DESCRIPTION, AMERICANS WITH DISABILITIES ACT (ADA), AND SECTION 504 OF THE REHABILITATION ACT

Dr. Silva Ask question of audience: Who is Carl Perkins...does anyone know something about this Carl Perkins that we hear about? Wait for some short responses. History of vocational education legislation from beginning to present important to know:

In last quarter of 19th century when public schools established, there were ongoing differences of opinion over the role of classical education vs. practical education (today this would be academic degree programs vs. technical/vocational programs).[1] Proponents of vocational education argued that a broader curriculum was needed to prepare individuals for the new industrial age. These proponents wanted youth and adults to have a chance for better careers; they also wanted America to be able to compete in world agriculture and industrial markets. So, they formed coalitions, or lobby groups, to push for federal legislation. In January 1914 Congress authorized the President to appoint a commission to study national aid for vocational

[1]Mel Barlow, "1917-1992: A Vocational Education Era," *Vocational Education Journal*, (February 1992): 30-32.

education. Senator Hoke Smith of Georgia was elected chairman. As a result of this commission's findings, Senator Smith introduced Senate Bill 703, which provided for promotion of vocational education.

In 1916, Representative Dudley Hughes, also of Georgia and a member of the commission, introduced House Bill 11250, which was similar legislation designed to prepare people for useful employment in the trades and industries, agriculture, commerce, commercial, and home economics. This H.B. was sent to the House Committee on Education which approved it and filed a report which is interesting from today's perspective. This House report compared vocational education in the U.S. to that in Germany, noting that Germany was far ahead of the U.S. The report also noted that the career aspirations of most young people were denied in an educational world that prepared only a few for college. And, the report discussed the drop-out rate which left students without an adequate general education as well as no special education to prepare them for work...the same issues we are concerned about today.

President Woodrow Wilson urged Congress to pass the bill...he stated "vocational and industrial education were of vital importance to the whole country for the critical years of economic development immediately ahead of

us". As a result, legislative action was completed - the bill passed, and in February of 1917, the Smith-Hughes Vocational Education Act was signed into law. Many of the vocational education issues addressed in the Smith-Hughes Act endure to this day. This Act provided for federal funding and also created a Federal Board for Vocational Education to administer the law's provisions. States were required to create state boards for vocational education to operate state vocational education programs. In World War I, vocational education came to the rescue as thousands of civilian workers in the war effort learned their skills in vocational education classes - skills they could still use in the postwar economy.

In 1926 the National Society for Vocational Education and the Vocational Education Association of the Mid-West merged to form the American Vocational Association (AVA) which continued to give vocational education a strong and united voice before Congress.

Other supplementary laws were enacted with increasing appropriations, but, unlike the Smith-Hughes Act, these later laws gave Congress authority to determine budget appropriations each year. During World War II, vocational education was an integral part of the National Defense Training Program

which trained over 7 million people for defense and war production employment.

Vocational education was the target of much criticism from the late 50's through the 60's; however, it survived, and area vocational schools and special training programs for displaced and unemployed persons were created. In 1963, a Presidential study commission entertained bills to replace expiring federal legislation. The compromise bill, H.R. 4955, was finally introduced in the House by Representative Carl D. Perkins of Kentucky...who was to become one of the best friends vocational education has ever had in Congress. In December, 1963, President Lyndon Johnson signed the Vocational Education Act of 1963 (Public Law 88-210). A subsequent amendment in 1968 provided for healthy funding appropriations. By 1976, federal legislation began pushing vocational education to address social issues, such as the needs of handicapped and disadvantaged students. And, in the 1980's legislation continued to address pressing social issues through the vocational education programs. The Carl D. Perkins Vocational Education Act of 1984, which established funding authorization for a five-year period, focused on improving vocational programs and serving special populations.

The law was reauthorized in 1990 as the Carl D. Perkins Vocational and Applied Technology Act and brought the largest ever federal funding authorization for vocational education, with a major portion of funds earmarked for tech prep programs and greater opportunities for disadvantaged persons. This law, known as Perkins II, is considered the Special Populations Grant and addresses equal access opportunities. In 1995 those of us in the field hope to see improved legislation and funding for administering Perkins Act funds and programs.

Woodrow Wilson's support and message to Congress in 1916 that "vocational education is of vital importance in the economic development of this country" is just as true today as it was then. Those who write laws that govern education must be continually reminded that vocational and technical education should play an even stronger role in training and retraining the nation's workforce. Which brings us up to today's Perkins and why you are here.

In summary, the purpose of the Perkins Act of 1990 is to make the U.S. more competitive in the world economy by more fully developing the academic and occupational skills of all segments of the population. This will be achieved through concentrating resources on improving educational programs leading to academic and occupational skills competencies needed to work in a

technologically advanced society.[2]

In Texas, the State Board of Education (also functioning as the State Board for Vocational Education) has delegated the administration of postsecondary technical and vocational education and funding to the Texas Higher Education Coordinating Board. Funding for secondary technical and vocational programs is administered through the Texas Education Agency (TEA). This overhead may help in showing how the administration of federal funds are handled.

Show Overhead: "Flow of Federal Funds"

Perkins allocations for post-secondary institutions are distributed through the Coordinating Board's Division of Community and Technical Colleges, Federal Projects Unit. Funds are distributed to the colleges through the: (1) The Basic Grant; and/or (2) Discretionary Grants. Monies from The Basic Grant are formula-driven and allocations are based on the number of Pell Grant recipients enrolled. Colleges must apply for The Basic Grant annually; the minimum Basic Grant that can be awarded to a college, however, is $50,000.

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[2]Texas Higher Education Coordinating Board Community and Technical Colleges Division, *Technical Assistance Guide (TAG) for Planning and Reporting Programs in Postsecondary Vocational Education Under the Carl D. Perkins Vocational and Applied Technology Education Act*, (1992): 4.

Colleges usually set-aside a certain amount of discretionary monies for each area.

Discretionary projects are submitted to the Coordinating Board through an annual Request for Proposal process. This process is competitive, and the funding of proposals is dependent on the availability of federal funding and final selection. Each year, priority topics for discretionary projects are identified as relevant issues to technical and vocational education in Texas, such as Single Parents/Displaced Homemakers/Single Pregnant Women, Sex Equity, and other topics as designated by The Coordinating Board.

The Coordinating Board sends out a "call" for proposal readers...volunteering to be a reader is a good way to see what others are doing and get ideas that you might be able to incorporate into your own program. It is also important that someone from your campus who handles discretionary grants keeps you informed about the "big picture". Sometimes coordinators only write their portions of the grants and do not see the entire proposal. Make a point of becoming informed and knowledgeable grant-wise as well as skilled in implementation of special populations issues.

Refer to Overhead

On the overhead, you can see where the Special Populations fit into the flow of funding for Formula, or Basic Grant monies -- and the 5 types of students who fit into the Special Populations category - the Disabled, the

Disadvantaged (Academically and Economically Disadvantaged), Limited English Proficiency, Individuals in Correctional Institutions, and Individuals in Programs to Eliminate Sex Bias. Funding is now economically driven.

This in-service training is funded by a discretionary grant for personnel development -- the goal is to increase knowledge and skills needed by special populations coordinators to ensure that special populations enrolled or seeking to enroll in technical/vocational programs receive adequate services and job skills training.[3] A large number of individuals attending community and technical colleges fall into the category of special populations...these individuals tend to be older, poorer, and in need of special services and skill training. Special Populations funding helps those students compete, have fair access and competition with other students. What you take back with you today will, hopefully, result in improved services and training for these students to better prepare them to compete for jobs and have more direct access to technical occupations in the labor market.

[3] "*Personnel Development For Staff Delivering Special Population Services*", Project Number 33120003, funded under the Carl D. Perkins Vocational Education Act, July 1, 1992 Through June 30, 1993.

This is a competency-based workshop - one of the reasons for your pre- and post-test and case study assignments this afternoon. The materials we give you today can also be taken back to your campuses and used to train others who affect the success of special populations students in our programs.

Now, let's turn to some specifics of the role of a Special Populations Coordinator. How many of you hold this title? What are some of the other titles in the room?

Ask for examples of titles from participants.

With Perkins II came funding for a Special Populations Coordinator -- some of you may have already been holding this title but your salary was being paid by your institution. With this new position came (10) Functions of a Special Populations Coordinator, which is, in effect, the Job Description of the person responsible to assure all these services, benefits, etc. are being offered.

Show Overhead "Functs."

Let's look at these Functions. A Coordinator may not actually be the person performing these responsibilities -- but the Coordinator may be the ultimate person charged with overseeing that all of these areas are covered. If we were to poll the room, we would find a variety of systems in place. But, the functions are still there for someone who wears this hat. In fact, a Special Populations person is usually a person who wears a multitude of hats. Each campus is different, depending upon enrollment, size of staff, reporting

structure of organization, etc. So, what works on one campus may not work on another. I am going to briefly show you how our system works at SAC, but this organization didn't happen overnight...we have worked at this process until we felt like this umbrella concept was right. Our project, also funded by Perkins, is called SPURSSS, which stands for Special Populations Unified Resources and Student Support Services.

Show Overhead "SPURSSS"

Here is the flowchart. We have 15 elements in SPURSSS. Obviously, many schools are not in the position of being able to set-up a similar program. But, this may give you some ideas about breaking up responsibilities and delegating; I will be glad to answer questions about our program before lunch when we have scheduled more time for Questions and Answers. One last point that needs to be made is that colleges should work under the theory that every student who is funded by Perkins money is Vocational/Technical, because Perkins is a vocational Grant.

Show Overhead "TAG"

I have referred to the Technical Assistance Guide, called the TAG, but in case you don't have access to this manual, this is what the cover looks like. It is in your interest to find out WHO keeps a copy on your campus so you can refer to it when necessary. Basically, the TAG comes from The CB and provides Perkins information and guidelines. The TAG is an interpretation of the law

by The Coordinating Board, not the law itself. We have included excerpts from the TAG in your workbook. Please note that the TAG still uses the term "handicapped" instead of "disabled" but will be changed when updated. You should also have access to the Federal Register, put out by the Department of Education (State Vocational and Applied Technology Education Programs and National Discretionary Programs of Vocational Education, Final Rule) and if possible, a copy of The Final Perkins Regulations, put out by the AVA (American Vocational Association). Make yourself knowledgeable about the laws, both Perkins and the ADA (Americans with Disabilities Act of 1990), which will be covered in one of the group modules.

To sum-up the role of the Coordinator, that person is not just a deliverer of services...in most cases, the Coordinator is an administrator, advocate, representative, and a hiring supervisor. If the Coordinator doesn't take on other responsibilities, then that person is not really a "coordinator". The title of "coordinator" is often used incorrectly. Some coordinators may perceive themselves as counselors, but counseling is only part of one's job. In meeting persons, widen your scope of responsibilities when introducing yourself. Say something like, "I am the Coordinator or Director of Student Services that are federally funded at XYZ College." This title more accurately reflects the Coordinator's responsibilities.

Mr. Hoy will now proceed with the Overview of the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973.

Mr. Hoy
Show overhead of ADA

The ADA is considered the civil rights legislation and brought about many changes in the areas of: (1) Employment; (2) Transportation; (3) Public Accommodations; (4) State and Local Governments; and (5) Telecommunications.

The benchmark legislation, The Rehabilitation Act of 1973, however, sat on President Nixon's desk for 3 years before being signed; this law was put into effect 3 years later.

Show overhead of 504

Section 504 addresses higher education. There is a Public Law, different from 504, which addresses special education in the public schools.

Since passage of Section 504, there are some different issues addressed by the ADA which affect higher education. These areas are: (1) A self-evaluation (audit) must be conducted before January 26, 1993. Institutions who still have not complied must take steps immediately to conduct this audit; (2) An ADA Coordinator must be appointed in the event problems arise to assure a

grievance process is being followed. This Coordinator is responsible for all programs and services, including employment; (3) ADA complaint procedures must be established; (4) Mandatory signage must be posted on-campus; and (5) Accessible facilities must be maintained, and by 1995 all facilities must be brought up to standards.

The ADA protects and provides opportunities for disabled students. It is important that we understand the responsibility we have to assure the law is being followed. At this time, Texas leads the nation in the number of lawsuits pending with the ADA; California is second.

Are there any questions about the agenda, what we've covered already, or any other comments at this time?

9:45 - 11:45
Dr. Silva

GROUP ACTIVITY (5 MODULES)

I. **Marketing/Recruitment/Assessment**
II. **Counseling/Support Services**
III. **Instructional Services**
IV. **Employment Services/Job Development/Placement**
V. **Organization/Data Management/Reporting**

Show Overhead "5 Modules"

I'm sure you noticed that the Functions of the Special Populations Coordinator overlap considerably. We've broken down these Functions into 5 Modules in order to study these Functions in greater detail. Again, there is much overlap, and some Functions could easily fit into 3 or 4 Modules. For example, Functions 1, 2, 4, 5, and 10 could fit into "Marketing/Recruitment/Assessment"; however, Functions 1, 2, and 4 could also fit into Counseling/Support Services.

Determine number of HOME Groups needed ahead of time. For example, if there are 30 participants, you will form 6 groups (divided by 5 modules or topics). So, number of HOME groups will depend on size of workshop. In our example, we will use the number of participants as 30. HOME group assignments will be by letters; for example, HOME Group A, B, C, etc. This assignment will be on the name tag.

We will break-up into groups by code on nametag - A, B, C, etc.. Then each participant will go to their numbered groups; all A's sit together, B's, etc. This group is called your "HOME" Group. Each of you will become an expert in one topic (module) and will return to your HOME Group to inform the others about your topic(s). The HOME Group Leader should be the person with the most number of years working with special populations.

Assignments to 5 modules/topics based on code on nametag (Roman numeral designations I. to V. to modules). There may only be 1 person per topic in each HOME Group, or there may be 2 persons, depending upon size of HOME Group. A person may "trade" topics if another person wants to "trade." The HOME Group Leader should be the person with the most number of years in working with special populations; the HOME Group Leader needs to make sure everyone gets to his/her appropriate Topic Group. There are specific instructions for the HOME Group Leaders.

The Focus, or Topic Group Leader should be selected from the Topic Group (each Module) as having 3 years or less experience working with special populations. There are specific instructions for the Focus Group Leader also.

Now we will re-group into "FOCUS" groups to study 5 modules/topics. All those who have Module I will meet to study and discuss **Marketing/Recruitment/Assessment**; all who have Module II will meet to study and discuss **Counseling/Support Services**, etc. Appoint a Focus Group Facilitator (the person with 3 or less years in special populations should be used to appoint a facilitator). Please note that there are specific competencies that need to be discussed, and Facilitators are given specific guidelines to follow.

Give each Topic Facilitator a handout with group guidelines.

Focus group members will review material, discuss competencies, before regrouping with their Home group where they will make a 12 minute presentation to provide module/topic information to their Home group. Each person is, therefore, responsible for learning the module/topic well enough to report back to one's Home group at 10:45 after the Break.

Presenters should move from group to group, as needed.

10:30 - 10:45 **BREAK**

By 10:45 a.m., Modules/Topic groups and "Break" need to be completed and participants back in HOME groups; presenters be available to move from group to group, as needed.

Beginning with module I, participants present their topic materials to HOME group members. Again, Home Group Leader notes any questions that need to be answered, or other issues that need to be addressed, and records for later discussion.

By 11:45 a.m., participants complete work in HOME groups and return to general session.

11:45 - 12:30 **GROUP REPORTING (GENERAL SESSION)**

Taking each Module/Topic individually, starting with module I, call for brief report from each HOME Group Leader. This is the time for questions, problems, or other issues in each module that may have come up in either HOME Group or Focus Group. Also, if there are more specific questions about Project SPURSSS, these can be addressed at this time, or at end of day.

As HOME Group Leaders report, list Issues/Problems on chart or board, to be addressed at afternoon session.

Handout agency Q&A questionnaire results before "break" for lunch. Lunch is to be used as a time to "network"; participants are requested to sit with those they do not know so they can discuss ideas and projects that work elsewhere. Participants are requested to make brochures of their programs available to lunch "mates." Remind participants they were asked to bring case studies, or scenarios, so they can be thinking of these during lunch.

12:30 - 1:15 **LUNCH**

1:15 - 2:30
Local Contact Person **INTERAGENCY PANEL**

Introduce agency representatives. A representative from the campus Financial Assistance Office should also be present as a resource person. A Questionnaire was sent to each agency so responses could be returned prior to the workshop and included with the handouts. This will allow time for specific questions to be addressed or clarified, rather than spending time on information already known or available.

Each local contact person selected agencies most needed to be represented in their area, so panel may vary from one workshop site to another.

Agencies may also bring brochures or other informational handouts to give to participants.

2:30 - 2:45 **BREAK**

2:45 - 3:30
Dr. Silva
Mr. Hoy

CASE STUDY ASSIGNMENTS

Participants' name tags are color coded by dots, based on number of years experience working with special populations. Participants should be placed in teams of no more than four. The **green** (or other designated color) dot represents those with more experience (i.e. years) ; the **red** (or other designated color) dot "less experienced". Remember, "less experienced" is relative...with this group, we have had to use an arbitrary cut-off because there are so many experienced individuals.

Have those stand who have a **green** dot ("more" experienced). These persons will be the Team Leaders. The participants with the **red** dot should pair up with these persons -- but try to keep teams numbering 4 or less and do not pair up with someone from the same college; if this is not possible, someone that is not as well known. Once paired-up, teams should discuss Case Study Assignments, which are actual situations that have occurred, or could occur, on anyone's campus. Begin with case studies that participants have brought; handout of "other" scenarios can also be used. Each team should select as many situations as time permits. The objective is to problem-solve, reach solutions, alternatives, or options to best assist the student(s) involved. Any resolved issues/questions should be saved for later discussion at the Q&A session.

Presenters be available to move from team to team, as needed.

3:30 - 4:30 **ISSUES/PROBLEMS**
Dr. Silva/Mr. Hoy

Now we will return to unresolved issues or problems we addressed in this morning's Group Reporting Session. We want to make sure that everything has been covered and all questions have been answered.

Taking each issue/problem at a time, cover each one, until everyone in group is satisfied with responses.

4:45 - 4:30 **POST-TEST**
Dr. Silva

Return Pre-Test and handout Post-Test.

Participants should compare answers on Pre-Test to answers they might change on Post-Test. Participants do not need to spend time to repeat answers if same as on Pre-Test.

4:45 - 5:00 **Q&A, REVIEW, WRAP-UP, EVALUATION, LPC (AND OTHER) CERTIFICATION DOCUMENTATION**

Dr. Silva
Mr. Hoy

First ask if any questions on Pre-Post Test need to be addressed. Then ask if any other questions or issues need to be clarified.

Explain **how important** the evaluation is to determine future professional development needs.

Pick-up Evaluation forms.

Give directions/instructions about LPC clock hour credit forms. NOTE: Other licensed persons, such as CSW's, should also register for credit. They will need to provide Project Director with name/address of appropriate certification or licensing office so documentation can be mailed.

Announcement: Everyone will receive a follow-up list of participants in <u>all</u> eight workshops, after the last workshop in April. This list may be useful for networking purposes.

Adjourn.